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ABSTRACT

This curriculum guide for Indio High School (California) describes a phased-elective English curriculum designed to meet the basic needs of high school students with more flexibility than traditional programs offer. The guide contains a list of courses divided to correspond to each of the eight phases in the English program. Each course in the guide is described in terms of (1) a time limit (six weeks or two semesters); (2) intended grade level, if any (usually nongraded); (3) course objectives; (4) instructional materials; and (5) methods of evaluation. Some of the courses described in this curriculum guide include filmmaking, composition, literature (consumer literature and literature for lovers), technical writing and vocational skills, and several elective courses on basic skills. (RB)

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DESERT SANDS UNIFIED SCHOOL DISTRICT

INDIO HIGH SCHOOL

English Curriculum - 1972-1973

PHASE PROGRAM

What's Your Life Style?

Approved by Curriculum Council
February 17, 1972

Adopted by Board of Education
March 14, 1972

BOOK NO. ____

CS 201 900

INDIO HIGH SCHOOL

English Curriculum 1972-73

Phase Program

Beginning in the Fall of 1972, all incoming Freshmen will be placed in one of eight Phased courses as determined by their scores on the Deny Test. This new Phase curriculum has been designed to meet the basic English skills needs of the students more adequately and with more flexibility than the traditional courses have done, for a student now will be placed at a level where his particular skill weaknesses will receive concentrated attention. When the student and teacher believe that the student is ready to proceed to the next Phase, the student will take the hurdle examination. When the student completes the hurdle, he is passed on to the next Phase. A student may remain in Phases I-IV until he completes the Phase skill. He will receive credit for the Phase, if he completes the hurdles exam. Special consideration for credit will be given to students who do not pass the hurdle requirement but continue to show improvement, or have a physical handicap, or have an emotional handicap. The Phase program will enable the teacher to isolate a particular reading problem at an early age and thus enable him to refer the student to the many specialists available to the district. More capable students, who already possess the skills of the earlier Phases, may move at their own pace to the advanced Phases or to the Selective classes. However, all students must accrue a minimum of 30 units in the Phase-Elective program in order to meet the English Department requirements for graduation. There will be 12 vocational electives open to students who complete Phase V, and there will be 18 electives open to students who complete Phase VIII.

READING - SKILLS LABORATORY - PHASES II, III, IV

The basic purpose for a reading - skills laboratory is to provide individualized programs for each student based on his ability to succeed and to meet his particular needs and weaknesses.

Each student will be interviewed privately at the beginning of the program and periodically to evaluate his progress and assign new short-term work contracts.

The student will be responsible for accomplishing all the work assigned to his contract within the required time limit.

There will be two full time reading teachers with an extra reading and English consultant available to help each student when he needs help.

The student will advance as fast as he is capable and willing. He will be evaluated periodically using a battery of reading and English tests.

A Nongraded Phase-Elective English Curriculum

Even though some course titles may appear familiar, the Phase-Elective courses in format, content and approach are distinctly different from traditional courses.

The following is a list of courses which are available to the students of Indio High School for the 1972-1973 year.

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English Courses 1972-73

VOCATIONAL ELECTIVES

1.	Principles of Spelling	9 Weeks	35
2.	Principles of Vocabulary	9 Weeks	39
3.	Man, Fate and Survival	9 Weeks	41
4.	Rock Poetry and The Romantics	9 Weeks	45
5.	Greek-Norse Mythology	9 Weeks	49
6.	American Folklore-Literature	9 Weeks	53
7.	Consumer English	1 Semester	57
8.	Technical-Vocational English	1 Semester	63
9.	Mexican-American Authors	9 Weeks	67
10.	Afro-American Authors	9 Weeks	71
11.	Imaginative Literature	1 Semester	75
12.	Business English	Please refer to Business Dept.	

SELECTIVE ELECTIVES

1.	American Novel	1 Semester	79
2.	Literature for Lovers	1 Semester	83
3.	Twentieth Century Drama	1 Semester	89
4.	Logic and Semantics	1 Semester	93
5.	Humor, Satire Parody	1 Semester	99
6.	Shakespeare	1 Semester	103

A Nongraded Phase-Elective English Curriculum (Con't.)

7.	The Bible as Literature	2 Semesters	107
8.	Supernatural Literature	1 Semester	113
9.	World Literature	2 Semesters	117
10.	Creative Writing	1 Semester	121
11.	The Essay	1 Semester	125
12.	English III MCL	2 Semesters	129
13.	Honors English	2 Semesters	133
14.	Annual	2 Semesters	137
15.	Journalism	2 Semesters	139

SENIOR ELECTIVES

1.	Filmmaking	1 Semester	147
2.	English IV	2 Semesters	159
3.	English IV MCL	2 Semesters	163
4.	English Advanced Placement	2 Semesters	165
5.	Humanities	2 Semesters	167

SPECIAL ENGLISH DEPARTMENT COMMITTEE ASSIGNMENTS

Phase I	Mr. Harlan Walker
Phase II-IV	Mr. James Kiser
Phase V A-B	Mrs. Beverly Knowles
Phase VI A-B	Mrs. Eva Somers
Phase VII	Miss Elaine Sable
Phase VIII	Mrs. Doris Miller

Vocational Electives Co-ordinator Mr. William Frost

Pass-Fail Co-ordinator - Mr. James Weber

Selective Literature Electives - Mrs. Alice Shope

Selective Language and Writing Electives - Mrs. Flora Simay

Independent Study Co-ordinator - Mrs. Rose Wachter

Publications Co-ordinator - Mr. Lawrence Weishart

Media Co-ordinator - Mr. William Frost

Phase-Elective Co-ordinator - Mr. Raymond Hill

INDIO HIGH SCHOOL

ENGLISH CURRICULUM

The English Department of Indio High School has become dissatisfied with the basic educational assumptions underlying the present curriculum. The department feels that the present curriculum is geared to the college-bound student, excessively subject matter oriented, too constrictive for both the student and teacher, and extremely unrealistic in educating students for life. Discontent provoked the teachers to self-examination and research.

Research showed us that our traditional English curriculum is generally operating on archaic educational principles. The grade level structure, for example, was instituted in Medieval Germany. The English curriculum of most high schools, including Indio, is basically the same as the one outlined by the NEA's Committee on Uniform College Entrance Requirements before the turn of the century. Both teachers and students suffer under the current system, rather than being able to utilize their special abilities to teach "everything". With a curriculum designed for their grandparents the students understandably are bored and apathetic. Since their individual needs and interests are neglected, they perceive little or no significance in learning English. For example, students, who are reading far below grade level, are asked to read Robert's Grammar, Great Expectations and Silas Marner.

Disturbed by these observations, the English Department of Indio High School began a study of concepts and Curriculumwhich promised a more firm foundation for the teaching of English. The department examined various imaginative innovations in such high schools as Agoura High School in Agoura, California; Burlingame High School in Burlingame, California; Camelback High School in Phoenix, Arizona; and Trenton High School in Trenton, Michigan. At our meetings, questions such as: "Why doesn't Johnnybring paper and pencil to class?" were raised. Possible answers to these questions were advocated, scrutinized, argued, and agreed upon. Electing, phasing and nongrading all appeared to be useful concepts. Thus, in December of 1971, a proposal for nongraded, phase-elective English curriculum was drafted by the Indio High School English Department and steps were taken to implement the program.

Indio High School
English Curriculum

Definition of "Completion" and "Fail"

In the phase program, two new concepts must be clearly understood (and should be explained carefully to students) in relation to student assessment. Students who attempt hurdle examination may be said to have "completed" the hurdle examination satisfactorily or to have "not completed" the hurdle and thus be eligible for a retake. Similarly, a student may have completed or not completed the phase class at the end of the semester. If he has not completed all the hurdle requirements, he may remain in the same phase class.

Pass-Fail

During the 1972-1973 school year Indio High School will launch a system of Pass-Fail which will be available to certain students on a limited basis. Teachers are reminded that this will necessitate a double standard of evaluation in the classroom which should be clearly understood by the students in the program. Teachers who use the Pass-Fail system will be required to file a Pass-Fail form with co-ordinator of Pass-Fail, J.M. Weber.

Nongrading

Nongrading means that freshman, sophomores, juniors, and seniors may be enrolled in any course since courses are not designated as 9th, 10th 11th or 12th grade English. The rationale for nongrading is that, in any given student body, the linguistic and literary sophistication of students at different grade levels will not only vary but also overlap. According to Dr. B. Frank Brown, "The dispersal of achievement among students in a tenth grade class in English will range from grade three through thirteen, which is the first year in college."[1] In fact, it is not uncommon to find freshmen who perform as well or better than many seniors.

The concept of nongrading is not entirely new. It has existed in other high school departments for a number of years. For example, sophomores, juniors, and seniors may be enrolled in foreign language, mathematics, and science courses. In most high schools, English is the only rigidly graded subject.

[1]Brown, B. Frank. The Nongraded High School. Englewood Cliffs New Jersey: Prentice Hall, 1963.

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The grade level system in English is unrealistic. It falsely implies that it is possible to build in a logical sequence of meaningful learning experiences through the grade levels. In some curricula, for example, American Literature is presented in the 11th grade with English Literature in the 12th grade, while in others it is just the opposite. It would appear that in either case the sequence is not really imperative even though the two curricula operate under that assumption. (There have been cases of Indio students, for example, who have failed 9th grade English, enrolled in 9th and 10th grade English concurrently the following year and finished that year by passing 10th grade. 10th grade could not have been passed unless the concepts in 9th grade had been mastered.) It was clear that this was not true. By making courses available to students through nongrading, the students are freed from the lockstep of grade levels and tracks and can take combinations of courses which more realistically meet their interests, abilities and needs.

Electing

The nongrading and phasing of courses, however, does not necessarily eliminate two stifling characteristics of the traditional English curriculum--the rigidity and repetitiousness of the subject matter approach. Prescription frequently implies that all students--no matter what their interests, abilities or needs--must be exposed to Shakespeare, must be taught to write competent essays, must be able to identify parts of speech and parts of sentences in order to survive in our society or to become humane. The prescribed English curriculum is an anachronism of the aristocratic past when one of the symbolic traits of the upper class was a formal education. Secondly, a misconception seems to prevail among many English teachers that this prescription is a preparation for college. APEX research states that college professors do not agree as to what incoming freshmen should know about English. The closest they could come to any agreement was that students should have a love for reading, be able to write competently and think creatively.

Each student knows better than anyone else what his interests and needs are and will, with some guidance and assistance from teachers and counselors, choose courses wisely. In the Phase Elective Program, the student assumes a greater responsibility for his education because he is involved in selecting his courses. Consequently, he is motivated more to learn because he is given the psychological and real freedom to elect courses.

The Phase Elective Program has eliminated much of the monotonous repetition of the traditional English curriculum with 9 week and semester courses. Each course is designed to focus on one major purpose but within each course are consciously planned learning experiences in reading, writing, speaking, thinking and listening. Thus, regardless of what combination of courses a student might choose, he is helped to grow in each of the basic language skills. For example, although composition techniques are not formally taught

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in humanities, activities such as keeping a journal and writing and illustrating an original magazine are part of the course. In creative writing, students read and analyze literature as well as write their own short stories and poems. Making movies involves much reading of plays and books dealing with the theatre as well as the writing of scripts in addition to the obvious making of films.

Providing electives, however, is not sufficient. To chop up the old English into semester courses would have been simply to package English into pretty, colorful gift boxes which would fascinate students at first but disillusion them when they discovered that English was the same old stuff.

SUBJECT: Phase I
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Assigned by recommendation
TIME FRAME: I semester or as needed

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To keep potential dropouts in school.	Participates in classroom discussion in a democratic manner (observes conventional courtesies in speaking and listening.)	Teacher observation of individuals in group situations.
To involve students in positive creative outlets.		
To enhance the student's concept of self.	Accepts responsibilities as required by teachers (comes to class prepared accepts and completes tasks.)	Teacher evaluation based upon individualized student-teacher contacts.
To help students to interact with others in a positive manner.	Builds proficiency in communication skills as determined by prescription.	Pretest: Basic English Skills Test, Reading Test; prescription according to individual needs. Post test based upon needs fulfillment.
To motivate students to accept the challenge of normal phase programs.	Indicates by words and actions his desire to proceed to his appropriate phase level.	Teacher evaluation based upon student-teacher conferences classroom participation, and student's acceptance of class related responsibilities.

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Self-Awareness Unit Who are you? What kind of a person do you want to be?		Classroom discussion based upon short stories, role playing, word association games, films, and thought stimulating games. Keeping of personal journal consisting of items and thoughts which subject finds provocative; discussion of these items or thoughts.

SUBJECT: Phase I (Cont.)

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PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Individual Prescription Now that you know what kind of a person you are and what kind of a person you want to be, how do you do it?		Student self-evaluations, personality inventories; student-teacher conferences; standardized testing (usage, mechanics, etc.)
Commitment and Involvement		Personality profiles, involvement games, competition--individual and group, role playing..all supplemented with appropriate and motivational readings from selected texts.
Responsibility		Student work on fulfilling individual contracts based upon their needs as prescribed.

MATERIALS OF INSTRUCTION

Paperbacks:
- Flowers for Algernon
- The Outsider
- The Diary of Anne Frank
- Charles
- The Open Window

Impact Series
- Shane
- Raisin in the Sun
- Troubleshooter Series

Films:
- Charlie
- The Captains Courageous

Filmstrips:
- The Now Generation
- The Generation Under 25
- The Alienated Generation
- Problems of Our Cities
- A Generation on Drugs
- Civil Disobedience

Magazines:
- "Now Poetry"
- "Read Magazine"
- "Scope"

SUBJECT: Phase II
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Reading level 0.-3
TIME FRAME: Three weeks to one year

GOALS Long Range - Time	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To master the SEQUENCE OF SENSORY-MOTOR SKILLS, AUDITORY MOTOR, VISUAL MOTOR. (Phase 0, Strand S)	Identifies common sounds, objects, shapes, and sizes with above 80% correct.	Pretesting to determine a point for each student starting in Phase II program. S.R.A Power Builder lab and teacher testing.
To master the SEQUENCE OF CONCEPTUAL VOCABULARY. (Phase I, Strand I)	Understands and uses descriptive words, specific field (area) vocabulary, topographical symbols or punctuation with an 85% average.	Pretesting on teacher-made tests to strengthen the advisability of placement on a predetermined test.
To master the SEQUENCE OF PERCEPTUAL VOCABULARY SKILLS. (word attack) (Phase I, Strand 2)	Understands decoding of words, recognizes and uses correctly the alphabet sounds, can distinguish syllable sounds having a 70% standard or student ability recognition for basis.	Post testing to evaluate the growth of each student in Phase II program.
To master SEQUENCE OF VOCABULARY SKILLS. (Phase II, Strand 2)	Recognizes and recalls word appropriate to class program and curriculum with a 90% comprehension.	Post testing for selection of student to be moved to Phase III.
To master SEQUENCE OF LOCATION AND STUDY SKILLS. (Phase 0, Strand 6-7)	Understanding use of Table of Contents, concentrates on a task while other students engage in different activities. Student need for individualism.	Evaluate the use of reading skills through the use of E.D.L. Labs, S.R.A. reading tests, Gray's Oral reading test. etc.
To master SEQUENCE OF ADAPTIVE READING SKILLS. Phase II, Strand 5)	Adjust rate to purpose in 1) silent reading, 2) oral reading, 3) speaking approximately 70% of the time.	The attendance of a student shall be an integral part of the evaluation.
To move from Phase II to Phase III.	Read on or above 3.0 level in all fields of testing. The 3.0 level must be 100% achievement or goal.	Final post test or end of year test will be Triggs Battery of Diagnostic Testing.

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SUBJECT: Phase II (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Orientation: An introductory period on how the program works for the individual.	Not applicable as the student will be the determining factor of time needed.	S.R.A. Lab, Elementary, IIb and IIIa 1964 Educational Developmental Laboratories in Library Skills, Reading Skills.
Individual Analysis: a) A contract is drawn for the individual student on his immediate needs and the fulfillment of such work to move to the next PHASE of the program. b) To provide a special opportunity for student to remedy and improve vocabulary reading skills, listening skills, and writing skills.		Rew Practice Readers, A, B, C.
Prescription: Credit is extended upon satisfactory completion of contract. If unsatisfactory, the student remains in program until such time as work is satisfactory to student and teacher.		Writing stories or completing stories which have been introduced for students. Filmstrips on letter sounds Sullivan's Programmed Materials

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MATERIALS OF INSTRUCTION

Parker, Don H., Reading Laboratory, Multi-Level Series, Elementary, Science Research Asso., Inc., 1958
Scholastic Magazines, Inc., Scholastic Scope, Scope Magazine, Inc. Published Weekly
Stone, Clarence R., and Burton, Ardis Edwards, New Practice Readers, Book A, Webster Division, McGraw-Hill 1960
Grover, Charles C., New Practice Readers, Book B, Webster Division, McGraw-Hill 1960
Robinson, H. Alan, Study Skills Laboratory, Library Series, (lettered) C,D,E,F,G,H, Educational Developmental Laboratory 1964
Sullivan, M.W., Programmed Reading (books and tapes) Series I, II, III, IV, (K-12), Behavioral Research Laboratories, 1966.

SUBJECT: Phase II (Cont.)

MATERIALS OF INSTRUCTION

Paperbacks:
A Girl Like Me, Jean Everly (Berkley-Highland)
Durango Street, Frank Bonham (Scholastic Book Services)
Edgar Allan, John Neufeld (Signet)
Escape From Nowhere, Jean Everly (Berkley-Highland)
Fighting Five, William Heuman (Pyramid Hi-Lo)
Karen, Marie Killilea (Falcon/Noble and Noble)
Megan, Iris Noble (Scholastic Book Services)
Nigger, Dick Gregory
Of Mice and Men, John Steinbeck (Bantam)
Phoebe, Patricia Dizenzo (Bantam)
That Was Then, This Is Now, S. E. Hinton (Dell)
The Contender, Robert Lipsyte (Bantam)
The Outsiders, S. E. Hinton (Dell)
The Wild One, Bruce Cassiday (Pyramid Hi-Lo)
Viva Chicano, Frank Bonham (Dell)
You Would If You Loved Me, Nora Stirling (Camelot/Avon)

SUBJECT: Phase III
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Diagnostic [3.1 - 6 Reading Level]
TIME FRAME: Individualized

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To master conceptual vocabulary skills of reading heirarchy currently adopted by elementary grades. (Strand I Phase III)	Paraphrases a sentence in descriptive words (i.e. synonyms, antonyms). Recognizes words from context clues. Recognizes meaning from figurative language and abbreviations. Uses conceptual vocabulary skills to 85% expectancy for 6th grade testing.	Pretest -- Nelson Reading test (scoring between 3.0 and 6.0 overall grade).
To master perceptual vocabulary skills based on above heirarchy. (Strand II Phase III)		Pretest -- Nelson Reading test (paragraph comprehension).
To understand basic linguistic comprehension skills. (Strand III Phase III)	Understands spelling rules (i.e. vowel changes, double consonants, prefix, suffix changes. Recognizes root words and their usage. Knows consonant and vowel sounds (i.e. hard-soft-blends, silent letters). Displays ability to use spelling rules satisfactorily (70%) on teacher made test.	Post test -- teacher prepared (demonstrates knowledge of conceptual vocabulary to teacher's satisfaction).
To gain knowledge of cognitive and effective comprehension skills. (Strand IV Phase III)		Pretest: Teacher prepared test from SRA Power Builder LAB IIIA.
To understand adaptive reading skills. (Strand V Phase III)		Post test: teacher prepared test from SRA Power Builder LAB IIIA.
To recognize location and study skills. (Strand VI Phase III)	Progresses from writing simple to complex sentences. Recognizes punctuation marks as signals for comprehension. Recognizes different types of sentences (i.e. declarative, interrogative. Writes satisfactory paragraph using IHS style and usage sheet as a guideline.	Pretest prepared from Roberts' English Series for 8th grade.
To move from Phase III to Phase IV.		Teacher evaluated paragraph.
		Post test prepared from Roberts' English Series for 8th grade.

SUBJECT: Phase III (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
	Organizes ideas, plot sequences, formats, etc. Identifies intangible concepts. Generalizes from descriptive details. Able to read short stories and write book report, worth 85%.	Pretest: Triggs Diagnostic reading test (lower division). Post test: Triggs Diagnostic reading test (lower division).
	Accomplishes acceptable rate of silent reading; at least 150 - 200 wpm. Maintains good silent reading skills (i.e. no lip movement, smooth eye fixtions). Displays ability to express views orally and written (i.e ability to summarize and evaluate) at least 85% efficiency.	Pretest: teacher prepared from Reader's Digest Education Edition. Post test: teacher prepared from Reader's Digest Education Edition.
	Uses alphabetical listings to find words in dictionary. Understands use of glossary, table of contents, etc. Summarizes main points of a story - masters 85% of work.	Pretest: EDL library and study skills tests. Post test: EDL library and study skills tests.
	Places on or above 6.0 in all fields of diagnostic test.	Phase III Post test: Triggs Diagnostic Reading test (battery).

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Introduction and orientation to class routine and high school.	1 week	Read and discuss handbook. Discuss and demonstrate proper use of all machines and labs.

SUBJECT: Phase III (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Individual program written by teacher and individual student designed expressly to correct and strengthen his own weaknesses.	2 days	Teacher-student conference to discuss test scores and goals.
Individualized work on reading rate, comprehension, vocabulary, and retention skills.	Time frame will vary from student to student.	1. Tachistoscopic work (vocabulary) 2. Multi-level labs (exercises) 3. Film strips and tapes (audiovisual) 4. Reading for pleasure (paperbacks) 5. Reading for profit (texts assorted) 6. Periodic student-teacher conferences to discuss, evaluate, and advise.
Current Magazine and book reading.	Once each week.	

MATERIALS OF INSTRUCTION

Parker, Don H., Reading Laboratory IIIA, SRA 1957
Reading Laboratory IIIA revised SRA 1964
Reading Laboratory IIIB SRA 1963
Hardwick, H.C. Words Are Important (1, 1A, 2,2A, 3, 3A) C.S. Hammond & Co. 1964
Thurstone, Thelma Gwinn Reading for Understanding (Jr) SRA 1963
Reading for Understanding Gen. SRA 1963
Lewis, Hobart, Reader's Digest, (monthly magazine) Reader's Digest Assc. Inc. (Educ. Division) current

Paperbacks: A Patch of Blue, Elizabeth Kata (Popular Library)
Black Boy, Richard Wright (Perennial Classic)
Claudia, Rose Franken (Pyramid Books)
Dave's Song, Robert McKay (Bantam)
Edgar Allan, Denfield
Hijacked, David Harper (Bantam)
I Always Wanted To Be Somebody, Gibson
I Am Third, Gale Sayers (Bantam)

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SUBJECT: Phase III (Cont.)

MATERIALS OF INSTRUCTION

In The Heat Of The Night, John Ball (Bantam)
Jordi, Lisa And David, Theodore Isaac Rubin (Ballantine Books)
Joshua, Jan Hartman (Popular Library)
Kate's Story, Christopher Leach (Scholastic Book Services)
Kim, A Gift From Viet Nam, Frank Chinnock (Paperback Library)
Lisa Bright and Dark, John Neufeld (Signet)
Mr. & Mrs. Bojo Jones, Ann Head (Signet)
My Sweet Charlie, David Westheimer (Signet)
Night, Elie Wiesel(Discus/Avon)
Soul Brothers And Sisters Lou, Kristin Hunter (Avon)
The Butterfly Revolution, William Butler (Ballantine Books)
The House of Tomorrow, Jean Thompson (Signet)
The Pigman, Paul Zindel (Dell)
There Is a Season, Karen Rose (Avon)
They Never Come Home, Lois Ducan (Camelot/Avon
Walkabout, James Vance-Marshall (Belmont)

SUBJECT: Phase IV
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Diagnostic
TIME FRAME: Individualized

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To involve students in positive, creative outlets.	Increases speed, comprehension, and vocabulary recognition to grade 8.1 on the Nelson Test.	Pretest Nelson Post test Nelson
To develop individual success in reading for each student at his level.	Recognizes and uses 70% of vocabulary listed in Words Are Important (Junior edition).	Pretest (Words Are Important) Post test (teacher)
To develop a positive approach to study habits and skills.	Reads aloud to the degree that the reading can be heard and understood the back of the room.	Teacher evaluation of oral reading either private or before class.
To encourage students to increase their communication skills.		
To improve the student's ability to use reading for personal development.	Makes inference and draws conclusions to a teacher acceptable level.	Pretest on inferences and conclusions. Teacher reading quizzes. Class discussions. Post test - Student presents story that will require written inferences and conclusions. (Students and teacher evaluate post test.)
To encourage wide reading for pleasure.		
To move from Phase IV to Phase V.	Writes his reaction to a visual or oral presentation.	Teacher pretest (What's It All About?) Post test: Teacher evaluation of student's written reaction to a. Magazine picture b. Teacher read biography c. Newspaper headline d. Humorous story e. Assembled visual clues.

SUBJECT: Phase IV (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
	Writes and dramatizes skit based on short story or play.	Class and teacher evaluation of participation in a group dramatization of student written, directed and dramatized adaptation of short story or play.
	Spells correctly 60% of the words listed in Warriner's 300 most commonly misspelled words.	Pretest (Warriner's) Post test (Warriner's)
	Understands simple plot, setting and character analysis to the degree of proficiency that the teacher sets for individual students.	Pretest on plot, setting, character, point of view, and conflict. Teacher evaluated quizzes and essays on above. Post test on above.

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Introduction and orientation to class and high school	1 week	Read and discuss handbook. Visit offices, library, and Circle Theater.
Increase reading speed, comprehension, and vocabulary recognition. Readings in Scope, Tales of Action and Adventure, I'll Get There It Better Be Worth the Trip, Call of the Wild, and student selected readings.	Time frame will vary from student to student.	Teacher lectures. Student discussions. Free-reading. Teacher and standarized tests for evaluation increase in speed, comprehension and recognition skills. Oral reading. Dramatization of stories and plays. Role playing.

SUBJECT: Phase IV (Cont.)

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PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Vocabulary recognition and usage.	Daily activity.	Vocabulary drills and games. Exercises in Words Are Important. (junior edition) Write vocabulary words in sentences. Vocabulary quizzes.
Basic dictionary usage	Daily activity	Locate vocabulary words from Words Are Important and write definition in book.
SRA reading Lab. III b & IV a	Twice a week	Individualized activities
Holt, Rinehart and Winston Skills Box I: Usage, Mechanics, and Spelling.	Twice a week	Individualized activities
Basic written expression A. Winners and Losers B. Laughter C. Self - awareness	Once a week	Writing exercises in What's It All About? Brief written reactions to readings, movies, filmstrips, magazines, newspaper headlines.

MATERIALS OF INSTRUCTION

Texts:

What's It All About, Alex Mckay, John MacKenzie (Addison Wesley Publishing Co.)
Tales of Action and Adventure
I'll Get There It Better Be Worth the Trouble (Dell)
Call of the Wild London (Signet)

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SUBJECT: Phase IV (Cont.)

MATERIALS OF INSTRUCTION

Periodicals:
Scope Magazine

Materials:
SRA Lab.
Holt Rinehart Skills Box I

Films:
Captains Courageous

Paperbacks:

An Empty Spoon, Sunny Decker (Scholastic Book Services)
Black Like Me, John H. Griffin (Signet)
Bless The Beasts And Children, Glendon Swarthout (Pocket Books)
Dibs In Search Of Self, Virginia Axline (Ballantine Books)
Drop Out, Beverly Eyerly
Flowers For Algernon, Daniel Keyes (Bantam)
Joy In The Morning, Betty Smith (Bantam)
Love Story, Erich Siegal (Signet)
My Darling, My Hamburger, Paul Zindel (Bantam
Tuned Out, Maia Wociokowski

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SUBJECT: V A
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Diagnostic Test
TIME FRAME: 18 weeks

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment
To train the student to use the dictionary as a tool to extend his grasp of vocabulary, spelling and pronunciation.	Demonstrates knowledge of the many uses of the dictionary by scoring 70% or better on teacher devised objective test.	Pretest, teacher Post test - teacher; based on Random House Guide to the Dictionary
To show the student how the dictionary can give an understanding of the structure and growth of language by noting the historical context and by noting the words borrowed from other languages.		
To increase the student's awareness of differences in word status (standard, non-standard, slang, dialectal).		
To guide the student in the intelligent use of the library as a source of experience and a reservoir of ideas.	Demonstrates knowledge of the I.H.S library rules and regulations, physical facilities, methods for locating books and materials, and resources of the Reference Room at 70% proficiency on a librarian prepared test.	Librarian-devised pretest and post test.

SUBJECT: Phase V A (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To guide the student in seeing the structure of the paragraph as a whole and to give him some idea of the ways in which a paragraph may be developed (such as exposition, narration, and description).	Writes a well developed paragraph from a topic sentence which meets teacher approval.	Teacher evaluation of student assignments or teacher/student evaluation.
	Uses punctuation, capitals, plurals, possessives and other mechanics correctly in writing utilizing I.H.S. correction sheet.	Teacher devised or standardized pretest and post test.
To give the student through the study of a few literary passages in the Roberts English Series an idea of the elements of style and of the way in which the form of writing is compatible with content and purpose.		
To help the student to order and express different experiences, ideas, sensations and observations for different audiences.	Recognizes some of the elements of style (as expounded by Paul Roberts) to a degree of 70% proficiency on an objective test.	Pretest and post test, teacher devised. Class discussion: Teacher will notice the degree to which student utilizes the vocabulary which describes elements of style and applies it to his own work as well as that of other writers.
To encourage the student to take a critical viewpoint of his own work and that of others.	Applies the habit of literary criticism to his own work and that of others at a teacher acceptable level.	Teacher evaluation of essays utilizing techniques of literary criticism.

SUBJECT: Phase V A (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To show students something of the nature of language in general and English in particular, what sort of thing it is and how it works. Language shall be studied in three areas; syntax, phonology and semantics.	Uses the generative-transformational teminology at a proficiency of 70% on an objective test.	Pretest; quizzes by teacher; exercises; drills; mastery test
	Identifies kernel sentences (Roberts English Series Ch. 1-9) at a teacher acceptable level.	Pretest; quizzes by teacher; exercises; drills; mastery test
	Transforms the kernel sentences in the various ways given in The Roberts English Series, Chapters 10-14 to 70% proficiency.	Pretest; quizzes by teacher; exercises; drills; mastery test
To enlarge the student's vocabulary To help him handle words effectively	Pronounces the words correctly.	Teacher evaluation
To help him appreciate both the denotations and connotations of words. To give him practice in working with synonyms and antonyms.	Recognizes the different meanings that the same word can sometimes have and masters the first half of Shostak's Vocabulary Workshop, Ninth level at a 70% level of proficiency.	Pretest; mastery test

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Study of the dictionary	1 week	Teacher prepared study guide; discussion, exercises
Study of the library	1 week	Librarian prepared study guide and questions relating to the library. Book reports. Oral reports.

SUBJECT: Phase V A (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Grammar	12 weeks	Exercises from Roberts English Series; Study sheets; drill; discussion; teacher prepared tests; tests from Harcourt, Brace and Jovanovich, notetaking from overhead projector.
Composition	2 weeks	Essay questions; writing assignments from the Roberts English Series; writing for Scholastic Writing Awards Contest; identifying topic sentences in paragraphs; creative writing assignments.
Vocabulary	2 weeks	Drill in pronunciation; exercises; tests

MATERIALS OF INSTRUCTION

Random House Guide to the Dictionary

The Roberts English Series

Shostak Vocabulary Workshop - Ninth Level

SUBJECT: Phase VB
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase IV or 8.1 Reading Level
TIME FRAME: One Semester

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment
To encourage students to use the English language correctly when the occasion calls for it.	Demonstrates classroom responsibility to level of efficiency required by teacher.	Teacher evaluation of student.
To aid the student in choosing a vocation wisely.	Uses verbs, adjectives, adverbs, negatives, pronouns, punctuation, and capitals on teacher-evaluated post test.	Pretest on grammar usage. Post test on grammar usage.
To encourage the students to read, interpret and discuss the problems and issues of the times during the student's life.		
To enable the student to express himself clearly and concisely both orally and in writing.	Writes completed sentences on teacher evaluated post test.	Pretest on sentence construction. Post test on sentence construction.
To help the student see the value in meeting one's personal responsibilities in life and in work.	Writes good paragraphs with special emphasis on the topic sentence and the concluding sentence according to teacher evaluation.	Teacher evaluated paragraphs.
	Recognizes basis sentence patterns so that he will have the necessary knowledge to apply grammar usage rules as indicated by a post test.	Pretest on sentence patterns. Post test on sentence patterns.
	Fills out forms and applications for jobs according to teacher requirements.	Pretest on forms. Post test on forms.

SUBJECT: Phase VB (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skill - Attitudes	Instrumentation or Assessment
	Demonstrates increase in spelling accuracy and word meanings by scoring 70% or better on spelling and vocabulary tests.	Pretest. Post tests.
	Formulates ideas about possible vocations according to teacher requirements.	Teacher-student conference.
	Reads about and discusses problems and ideas relevant to today's adolescent according to teacher requirements.	Teacher evaluation for student's discussion in class.

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Verb recognition and usage.	9 weeks	Practices from English on the Job, Globe, pp. 237-423.
Incomplete and run-on sentences.		Teacher prepared practices.
Adjective and adverb recognition and usage.		Lectures.
Double negatives.		Blackboard practices.
Sentence patterns.		Films.
Pronoun usage.		Filmstrips.
Punctuation and capitalization.		Quizzes.
		Tests.
Paragraph writing and study of vocations.	2 weeks	English on the Job, pp. 3-50.
		Lectures and discussions.
		Written assignments.

SUBJECT: Phase VB (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Forms and applications.	1 week	English on the Job, pp. 62-73. Teacher prepared practices.
Reading and discussion.	2 weeks	Reading and discussion from Prose of Relevance, Methuen.
Spelling and vocabulary.	4 weeks	English on the Job, pp. 193-231. Shostak, grade 8. Teacher prepared practices and tests.

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MATERIALS OF INSTRUCTION

Carlin, Christ, and Holder; English on the Job; Globe Book Co., N.Y., 1970

Shostak; Vocabulary, Grade 8

Weber; Prose of Relevance, Book I, Methuen Publications, Agincourt, Ontario, Canada, 1971

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46A

SUBJECT: Phase VI
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase V A
TIME FRAME: One Semester

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment
To introduce the student to literature as an art form and to give him a working knowledge of literary types.	Distinguishes among the following genre according to format and characteristics: myth, poetry, short story, epic, drama, the essay, and the novel of 70%.	Teacher devised pretest and post test; teacher may pre/post test all areas or pre/post test in each area individually.
To encourage the student to articulate the meaning or theme of a work as well as the purpose.	States the theme of a work with a degree of accuracy and understanding to be determined by the teacher.	Teacher evaluation of collages, essays and discussions (according to teacher devised communication guidelines) that reveal student's understanding of the theme.
To aid the student in developing a lasting habit of literary analysis.		
To encourage the student to take different approaches to reading.	Knows the author's underlying purpose(s) in writing a particular work to a degree determined by the teacher.	Teacher evaluation of essays and/or discussion (according to teacher devised communication guidelines)
To provide flexibility and depth in the use of language as well as the ability to relate to others through its use by providing worthwhile learning experiences.	Demonstrates knowledge of the content of the works by scoring 70% or better on objective test.	Pretest and post test using teacher devised tests or standardized tests.
To assist the student in forming good habits of vocabulary building.	Forms a personal evaluation of the works studied (using techniques of literary criticism) that meets with a standard of approval determined by the teacher.	Teacher evaluation of essays and/or discussion (according to teacher devised communication guidelines)
To stimulate further reading in all types of literature.	Recognizes 70% and uses 60% of words from Shostak vocabulary (second half)	Pretest, post test
To encourage, stimulate and enrich writing skills.	Writes papers and answers questions on literary selections which reveal an understanding of paragraph development, grammar and usage, and mechanics at a level of teacher acceptability for writing goals.	Teacher evaluation of written work.

SUBJECT: Phase VI (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment
	Writes reports on books in areas of biography or autobiography, drama and the classics at a level of teacher expectancy for both reporting and composition.	Teacher-student evaluation.

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Introduction to the idea of genre, format and characteristics as well as the Random House chart for "Types of Literature"	1 week	Teacher lecture; Teacher tests; study guides; memorization.
The short story Macmillan Series A Book of Stories	2 weeks	Read and discuss stories in selected text. Essay questions on stories as well as textbook questions; collages; Teacher quizzes and tests; standardized tests. Vocabulary development.
The article Non-fiction articles	2 weeks	Objective tests-standardized or teacher compiled; Textbook questions.
Poetry Macmillan Series A Book of Poems	2 weeks	Filmstrips; Oral reading of poetry. Both objective and essay questions relating to literary selections; collages; Tests; Discussion; bulletin board work.
Drama Romeo and Juliet or The Merchant of Venice	3 weeks	Role-playing; memorization; participation in group presentations; cross-word puzzles; writing based on content of the plays. Tests; assigned text material.

SUBJECT: Phase VI (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
The novel: Choice of one or more of the following: The Human Comedy Great Expectations Ethan Frome Fahrenheit 451 All Quiet on The Western Front The Loneliness of the Long Distance Runner	3 weeks	Teacher lecture; Assigned text material; Teacher quizzes and tests; Standardized tests if available; Discussions; Writing assignments based on content of the literary selections; oral responses to teacher questions and textbook questions; bulletin board work; collages. Vocabulary development with pronunciation of words in class as well as their use in various exercises. Films.
Book Reports	1 week	Standardized form; or teacher devised form; Oral reports
The epic tale The Odyssey	2 weeks	Teacher lecture, filmstrips; Discussion; Drill; Teacher tests; Perfection form tests; Test for Adventures in Reading; vocabulary development.

MATERIALS OF INSTRUCTION

Shostak Vocabulary Builder - Ninth Grade
A Book of Poetry from the Macmillan Co., 1965
A Book of Stories from the Macmillan Co., 1965
Romeo and Juliet or The Merchant of Venice by Shakespeare
The Human Comedy by Saroyan; Great Expectations by Charles Dickens; Ethan Frome by Edith Wharton
Fahrenheit 451 by Ray Bradbury; or All Quiet on The Western Front by Erich Maria Remarque
The Loneliness of the Long Distance Runner Stillitoe

Films
Filmstrips
Records and tapes

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51A

SUBJECT: Phase VII
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Completion of VI
TIME FRAME: One Semester

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To help the student understand, analyze, and appreciate various literary forms so that he may make an intelligent choice of Selective Electives.	Defines elements of short story and novel learned in Phase VI to teacher acceptability.	Pretest of literary terms. Mastery of terms.
	Reads and understands short stories in Adventures in Appreciation to 70% literacy.	Workbook quizzes accompanying Adventures in Appreciation.
To help the student discover the universality of themes in all literary forms by a selection of world authors.	Reads modern novel and understands to 70% proficiency.	Teacher and class evaluation of book, book report; teacher devised-test.
To enable the student to communicate ideas effectively.	Recognizes universal themes in short stories and novels to teacher acceptability.	Formal essays evaluated by teacher relating selections to universal themes
To provide skills helpful for the college-bound student, such as notetaking and answering essay exam questions.	Writes a short story according to teacher guidelines.	Teacher and class evaluation of short story.
To provide experiences in creative expression.	Writes paragraph per Phase VI standards.	Teacher evaluation of paragraph.
To help the student understand the structure of the English language.	Writes essay answers on test, formal and informal essays, critical reviews and analysis to teacher acceptability.	Teacher and class evaluation of essays, critiques, analysis.
To reinforce correct usage of language, punctuation, and capitalization.	Understands single-base transformations per Phase VI standards.	Pretest, Roberts, Book 1 Quizzes by teacher; exercises; drills; Mastery test.
To learn new words.	Masters double-base transformations to 70% proficiency.	Teacher devised written exercises; Mastery test.
	Understands correct usage, punctuation, and capitalization to 70% proficiency.	Pretest, teacher devised Mastery test.

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SUBJECT: Phase VII (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
	Masters first half of Shostak, Vocabulary Workshop, Book 10	Pretest; Mastery test.

PROGRAM DESCRIPTION	TIME FRAME Where Applicable	ACTIVITIES AND EXERCISES
Review elements of short story and novel learned in Phase VI	7 weeks	Teacher lecture; discussion; notetaking.
Read selections from short story unit in Adventures in Appreciation or Cavalcade Magazine.		Essays; notetaking; notebook Films: Short Story Showcase; Encyclopedia Britannica. Oral reports.
Outside reading of novel, The Pearl.	(2 weeks)	Oral report-author Essays; Film: Grapes of Wrath
Present concept of universal themes.		Teacher lecture; discussion; notetaking.
Creative writing project-short story.		Student check list; class and teacher discussion of student stories.
Write paragraphs and essays using Prose of Relevance.	2 weeks	Notetaking; notebook. Student and teacher critiques of written work.
Optional use of Christensen Rhetoric		
Review Roberts Book I	9 weeks	Notetaking; notebook. Drills, exercises
Learn double-base transformations, Roberts Book II		Notetaking; notebook, drills, exercises.
Usage, capitalization, and punctuation review from Tressler's English in Action or Warriner's English Grammar and Composition.		Drills; exercises; games; notebook.

SUBJECT: Phase VII (Cont.)

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
Vocabulary study from Shostak, Vocabulary Workshop, Book 10		Games; puzzles; drills; exercises; notebook.

MATERIALS OF INSTRUCTION

Loban, Adventures in Appreciation, Harcourt, Brace & World, 1963
Cavalcade Magazine
Fuller, Four Novels for Appreciation, Harcourt, Brace 1960
Prose of Relevance, Books 1 and 2
Shostak, Vocabulary Workshop, Book 10
Tressler, Christ, English in Action, Scott-Foresman, 1965
Warriner, English Grammar and Composition, Harcourt, Brace 1965
Christensen Rhetoric
Novels or additional reading: The Heart Is a Lonely Hunter, The Lord of the Flies
The Paragon, The Planet of the Apes, Light in the Forest, I Never Promised You A Rose Garden

Film: The Grapes of Wrath (Jan. 1)

SUBJECT: Phase VIII
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase VII
TIME FRAME: 1 semester

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To continue to survey various forms of literature, specifically drama, poetry, and non-fiction writing.	Understands content of Shakespearean and modern drama to 70% proficiency on objective test.	Teacher devised or essay test to determine understanding of Julius Caesar and Miracle Worker.
To encourage the discovery of paradoxes and planned ambiguities of poems, respecting poetry as a priceless art form.	Compares and contrasts elements of the short story, novel, drama and poetry on essay test form that meets teacher standard of acceptability.	Teacher evaluation of essay comparing elements of comparative literary works.
To provide library skills students need to gain access to knowledge and wisdom of the past.	Identifies in written essay the literary movements and literary vocabulary.	Teacher evaluation of essay describing literary movements.
To reinforce the student's ability to write more than one paragraph.	Identifies various forms of poetry. Must pass (70%) test to accompany Adventures in Appreciation.	Objective test from Adventures in Appreciation on poetry unit.
To participate in the art of creative expression.	Creates a poem or play according to teacher guidelines.	Teacher and class evaluation of poem or play.
To increase vocabulary in a planned program of study.	Demonstrates proficiency in the use of the library by passing test to 70% proficiency.	Pre/post test on the library.
To examine critically non-fiction writing.	Writes a short research paper according to standards of MLA style sheet.	Student checklist; teacher evaluation of research paper.
	Masters second half of Shostak vocabulary.	Pre/post test vocabulary.
	Identifies various forms of non-fiction writing.	Teacher devised tests from Adventures in Appreciation on non-fiction unit.
	Writes a manuscript with proper structure according to an acceptable style sheet.	Teacher evaluation of manuscript.

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SUBJECT: Phase VIII (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Read and discuss Julius Caesar and Miracle Worker.	4 weeks	Read plays aloud; discuss. Panel discussion Oral reports (author, literary times) Projects on Shakespearean theatre
Reviews elements of short story, novel, drama.		Teacher lecture; discussion; note taking
Review literary movements discussed in Phase VI.		Teacher lecture; discussion, note taking
Poetry unit in Adventures in Appreciation or "Cavalcade Magazine"	3 weeks	Read poems aloud; discussion maintain notebook; creative anthology.
Creates a poem or play or similar creative project.	1 week	Work on creative project.
Identify classifications of Dewey Decimal System.	2 weeks	Visit the library; make a map; exercises on use.
Review card catalog, Reader's Guide and various reference works.		Write an acceptable term paper according to style sheet.
Discuss Fundamentals of the Research Paper.		
Vocabulary study	4 weeks	Drill and usage in vocabulary; games, drills
Read non-fiction unit in Adventuresin Appreciation.	4 weeks	Read, discuss, write essays.
Outside reading: Silas Marner or Tale of Two Cities.		Discussion and analysis of novels.

SUBJECT: Phase VIII (Cont.)

MATERIALS OF INSTRUCTION

Loban, Adventures in Appreciation, Harcourt, Brace & World
Shostak, Vocabulary Workshop, Book 10
Fundamentals of the Research Paper
"Cavalcade Magazine"

Films: "Julius Caesar"
"Tale of Two Cities" (Before Easter)

SUBJECT: Principles of Spelling
GRADE LEVEL: 9-12
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: One Quarter

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment
To increase the student's spelling skills. To make the student an independent speller. To develop a spelling conscience.	Learns 65% of each group of patterns and principles as indicated in each of the following:	Pretest (Wallace, Eunice E.).
	Differentiates vowel from consonant patterns.	Pretest. Teacher lecture, self-intruc. material, group work, test.
	Distinguishes monosyllables and polysyllables.	Pretest. Teacherlecture, self-instruc. material, group work, test.
	Masters the spelling of derivatives.	Pretest. Teacher lecture, self-instruc. material, group work, test.
	Learns the factor of stress and its influence on syllabication.	Pretest. Teacher lecture, self-instruc. material, group work, test.
	Distinguishes spelling differences in plural of words ending in y.	Pretest. Teacher lecture, self-instruc material, group work, test.
	Recognizes hard and soft consonants and accommodates spelling differences.	Pretest. Teacher lecture, self-instruc. material, group work, test.
	Writes the spellings of plurals and possessives.	Pretest. Teacher lecture, self-instruc material, group work, test.

SUBJECT: Principles of Spelling (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment
	Demonstrates a mastery of spelling variations with words ending in ly, ful, less, ment, ness, able, ible, ance, ence, ar, er, or, ise, ize, yze.	Pretest. Teacher lecture, self-instruc. material, group work, test.
	Masters ei and ie words.	Pretest. Teacher lecture, self-instruc. material, group work, test.
	Reviews spelling patterns.	Pretest. Teacher lecture, self-instruc. material, group work, test.
	Classifies words into families to principles that apply (reversal of all of the above).	Pretest. Teacher lecture, self-instruc. material, group work, test.
	Studies spelling demons to see if any of the above principles apply.	Pretest. Teacher lecture, self-instruc. material, group work, test.

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	Approximately:	Teacher lecture.
Vowel and consonant patterns		
Monosyllables and polysyllables	1 week	Dictation.
Spelling of derivatives	1 week	
Factor of stress		Small working groups.
Words ending in Y	1 week	
Hard and soft consonants	1 week	Discovery through inductive learning: observation, associations, thought processes (not basically memorization).
Plurals and possessives	1 week	
Word endings: ly, ful, less, ment, ness		
able, ible	1 week	
ance, ence		
ar, er, or	1 week	Spelling games.
ise, ize, yze		

SUBJECT: Principles of Spelling (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
EI and ie	1 week	Spelling "B"
Review of spelling patterns	1 week	Quizzes
		Test

MATERIALS OF INSTRUCTION

Text: Wallace, Eunice E., Principles of Spelling, Lyons and Carnahan, Inc., 1967
Supplementary: Succeed in Spelling, J. Weston Walch, 1971
Ward S. Miller, Word Wealth, Holt, Rinehart, 1967

SUBJECT: Vocabulary
GRADE LEVEL: 9-12
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: One Quarter

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To increase the student's vocabulary To expand his communication through word choice To increase his enjoyment of reading through an expanding vocabulary	Learns 65% of the basic meanings of the following:	Pretest (Brown, James I.)
	Common prefixes: pre, de, mono, inter	Review Exercise 1 to check student's use of these prefixes
	un, re, trans, pro, non	Review Exercise 2 for these prefixes
	epi, mis, ob, ex, dis	Review Exercise 3
	in, com, sub, in (second meaning), ad	Review Exercise 4 Post/test
	Learns 60% of the basic meanings of the root derivations of the following:	Pretest
	capere, ponere, tenere, ducere, mittere	Review Exercise 5
	scribere, facere, tendere, specere, plicare	Review Exercise 6
	stare, ferre, graphein, logos	Review Exercise 7
	Overall, gains minimum 60% knowledge of all basic prefixes and roots	Post/test (Brown, James I.)

SUBJECT: Vocabulary (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills-Attitudes	Instrumentation or Assessment
	Applies knowledge of English and Latin prefixes and roots	Addenda: To gain greater mastery, the student may review and take further tests which are composite testings of all prefixes and roots. He may take them at his own speed and as many tests as he wishes -- 5 tests totally in addenda.

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Through the principle of mnemonics (making associations) and the principle of assimilation (recognizing the basic similarity in words), the student learns the basic meanings of common prefixes:		Teacher lecture Teacher guidance Small groups working together Programed material based on memorization, association, assimilation. Review exercises Maintenance of student word list gathered from daily reading and listening Crossword puzzles Quizzes Tests
pre, de, mono, inter		
un, re, trans, pro, non	1 week	
epi, mis, ob, ex, dis	1 week	
in, com, sub, ad	1 week	
Common root derivations:		
capere, ponere, tenere,	1 week	
ducere, mittere	1 week	
scribere, facere, tendere, specere, plicare	2 weeks	
stare, ferre, graphein, logos	2 weeks	

MATERIALS:
Basic text: Brown, James J., Programed Vocabulary, Lyons & Carnahan
Miller, Ward S., Word Wealth, Holt, Rinehart & Winston
Vocabulary for High School Students, Amsco Publishing Co.

SUBJECT: Man, Fate, and Survival
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase V
TIME FRAME: Quarter

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To give students, especially the non-college bound students, an opportunity to read and discuss literature that relates more meaningfully to their world.	Reads various literary works on the theme of Man, Fate, and Survival and scores above 70% on teacher devised objective or essay test.	Reading quizzes teacher devised objective or essay test.
To give students the opportunity to discuss man's most basic problems of existence as seen in literary works.	Discusses ideas in works read to teacher level of acceptance.	Teacher evaluated class discussions.
To awaken or increase in students an appreciation of literature and literary technique through the reading of high interest level works thereby to helping students see that there are novels that they leave high school.	Discusses and compares in writing, following the IHS style and usage sheets, the theme of Man, Fate, and Survival as seen in the literary works read.	Teacher evaluated essays.
To help students discuss and compare the views of various authors on man's nature and problems as seen through the struggles of leading characters.	Recognizes 40% and uses 60% of vocabulary words taken from context of reading.	Vocabulary quizzes.
To help students analyze authors' styles of characterization, dialogue, and description.	Writes a cohesive paragraph showing support and conclusion to teacher level of acceptance.	Teacher evaluated essays.
To give students the opportunity to discuss in both speaking and writing the ideas presented by various authors on the same general theme-man and his struggle with his environment and his own nature.	Prepares and presents a researched report on a book and author of his own choosing on the theme of Man, Fate, and Survival. (book chosen from teacher-compiled list)	Teacher, class, and self-evaluation of presentations.

SUBJECT: Man, Fate, and Survival (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Introduction to theme and outline of course.	1 week	Pretesting in reading and paragraph writing. Discussion of theme. Vocabulary exercise.
Introduction and expansion on theme of man and survival. Differentiate between physical and spiritual survival.	2 weeks	Lecture on short story. Discussions. Short story writing. Reading quizzes. Paragraph writing. Vocabulary exercise. Role play.
Introduction and expansion on theme of Man and Fate.	2 weeks	Lecture on historic concept of fate. Read Of Mice And Men. Discussions. View film Of Mice And Men. Writing on theme. Vocabulary exercise. Paragraph writing emphasizing support.

SUBJECT: Man, Fate, and Survival (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Combine ideas of Fate and Survival as seen in Huckleberry Finn emphasizing "spiritual" survival.	2 weeks	Lecture on Twain and period. Read and discuss Huckleberry Finn. Exercise in comparative writing. Vocabulary drill. Role play of selected scenes. Recording of Mark Twain.
Small group reading of student-selected books on course theme.	2 weeks	Library research of authors. Select works and present theme to class. Small group reading and discussion. Preparation of panel reports.
Student presentations panel discussions of group reading.	1 week	Listening to presentation, class discussion of how book relates to theme, teacher, class, and self-evaluation. Final essay.

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SUBJECT: Man, Fate, and Survival (Cont.).

MATERIALS OF INSTRUCTION

Materials

Texts:

Tales of Action and Adventure, Dell
Of Mice and Men, Bantam
Huckleberry Finn, The Riverside Press

Film

Of Mice and Men

SUBJECT: Rock Poetry and The Romantics
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase V
TIME FRAME: Quarter

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
To introduce and familiarize students with the elements and structure of poetry - imagery, figurative language, symbolism, rhyme, etc. and to help students to see how these elements contribute to the meaning of the poem.	Reads selections of Rock poetry from Lyric Voices- Approaches to the Poetry of Contemporary Song, and exhibits ability to interpret these poems in speaking and in writing to teacher level of acceptance.	Teacher evaluated class discussions and written interpretations.
To give students the opportunity to discuss and analyze in writing the various themes and ideas express in rock lyrics.	Listens and takes notes from teacher lecture on Romantic poets and their work and scores above 70% on objective test on material.	Objective test on lecture and reading.
To give students an opportunity to analyze and evaluate rock lyrics as set in rock music and to discuss how the particular music relates or contributes to the message of the words.	Discusses and compares in writing, following the IHS style and usage sheets, various themes in Rock and Romantic poems.	Teacher evaluated compositions.
To introduce and familiarize students with the poets of the 19th century and the revolutionary styles and themes of their poetry.	Reads chapter on poetic elements in Lyric Voices and recognizes and identifies image, metaphor, and symbol in an objective test to 70% accuracy.	Exercises and quizzes.
To help students develop the ability to compare contemporary poetic expression and ideas with the ideas expressed in Romantic poetry.	Researches and reports orally on the life and work of a Rock or Romantic poet.	Teacher, class, and self-evaluation.
To give students the opportunity to create lyric poetry of their own.	Prepares and presents a creative project on Rock and/or Romantic poetry, either in written, audio visual, or dramatic form.	Teacher, class, and self-evaluation.

SUBJECT: Rock Poetry and The Romantics (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Introduction to Rock Poetry and the poetry of the Romantic movement of 19th centrury England. Also Chapter V in Lyric Voices (part on poetic statement)	2 weeks	Teacher lecture and student note-taking. Read chapter one in Lyric Voices and dittoed essay on Rock poetry. Discussions. Exercise in interpreting poetry. Figurative language exercise work sheets from Rock music unit.
Study and discuss Chapter II of Lyric Voices "I and Thou" and compare with selected Romantic poems on same theme Also Chapter V in Lyric Voices (part on Image)	2 weeks	Read, listen to, and discuss rock lyrics and compare with romantic poems. Poetry writing. Library research of poet's life and works. Written interpretation of poems.
Study chapter III of Lyric Voices "Community" and selected romantic poems on similar theme. Also Chapter V in Lyric Voices (part on Metaphor)	2 weeks	Read and listen to recordings of rock poems - discuss written comparison to romantic poems. Presentation of reports oral or written on poet's life. Vocabulary and figurative language drill. Poetry writing. Film strips on romantics.

SUBJECT: Rock Poetry and The Romantics (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Study Chapter IV in Lyric Voices "The Universe" and selected romantic poems. Also Chapter V in Lyric Voices. (part on Symbol)	2 weeks	Read and listen to recordings of rock poetry and discuss. Read romantic poems and compare in discussion. Written interpretation. Exam on lecture material and chapter V Lyric Voices.
Student presentation of creative projects.	1 week	Presenting and listening to presentations. Teacher, class and self-evaluation.

MATERIALS OF INSTRUCTION

Lyric Voices - Approaches to the Poetry of Contemporary Song, Graves and McBain

Selected Rock recordings taken from Lyric Voices.

Selected Romantic Poetry.

SUBJECT: Mythology
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase VB
TIME FRAME: Quarter

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skill - Attitudes	Instrumentation or Assessment
To involve student in enjoyable reading experiences in the field of classical and Norse mythology.	Summarizes the Greek and Norse creation myths (Summaries should indicate ability to condense core ideas).	Written paper showing ability to select major points. Oral discussion and reporting in class.
To make the student aware of the similarities and differences in Greek and Norse mythology.	Writes topic sentence, supportive ideas and clincher sentence on themes discussed in class.	Pretest on topic sentence, supportive ideas and clincher sentence. Post test teacher evaluates student's topic sentence, details and clincher sentence.
To stimulate the student's interest and curiosity in classical literature.		
To encourage students to discover the origin of everyday words having mythological roots.	Writes correct paragraph on paper presenting similarities and differences in the two creation stories. (Paragraph adheres to IHS style and usage sheet).	Written paper which will show ability to use supporting detail and then form a conclusion.
To introduce students to common mythological literary allusions.	Demonstrates by a written summary his knowledge of at least three Greek myths and three Norse myths.	Written paper which will indicate knowledge of content and communication skill.
To reenforce and expand the student's communication skills.	Identifies by discussion, written explanation or test at least six Greek-gods and six Norse gods.	Teacher-made pretest and post test covering the exploits and identity of the gods.
	Writes according to teacher guidelines a review of one of the Greek plays recommended in the text. (Extra credit).	Written or oral report following an outline that will indicate knowledge of the play, archetypal patterns of the hero, and the moral issue involved.

SUBJECT: Mythology (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skill - Attitudes	Instrumentation or Assessment
	Gives two examples illustrating how the Greeks explained different natural phenomena.	Two separate paragraphs showing logical order in their presentation of ideas.
	Uses correctly and with understanding the literary allusions taken from the text.	Teacher made pretest and post test covering literary allusion. Class room discussions. (Teacher-student evaluation).
	Recognizes 70% of vocabulary words from teacher-devised test.	Teacher made test (pre/post) covering vocabulary words. Use in classroom discussion and bringing in clippings using the word.
	Demonstrates ability to pronounce classical or Norse names - either orally or by re-writing phonetically.	Classroom discussion - test if necessary.
	Expresses himself orally or in writing an understanding of the following archetypal patterns: the quest, hubris, patricide, hospitality, metamorphosis.	Classroom discussion and teacher constructed test (pre/post).
	Demonstrates knowledge of the basis literary devices employed by the authors of the myths by scoring 60% or better on teacher devised objective test.	Pretest on literary devices. Post test teacher devised objective test.

	OBJECTIVES - SELECTED	EVALUATION - SELECTED
	Knowledge - Skills - Attitudes	Instrumentation or Assessment
o enjoy, r in ature.	Demonstrates knowledge by scoring 60% or better in teacher devised objective test of correct spelling, definition, and use of the vocabulary words taken from their assigned reading.	Assigned vocabulary words to be used in sentences, listed by teacher-made exam for spelling and use in sentence.
the e literary	Demonstrates knowledge of the content of the hero tales by writing a paper which contains the major exploits.	Written paper which will show ability to select major points.
ties and endary and	Gives oral report on topic researched in library.	Pretest on library oral reports (teacher evaluated). Post test in library.
the humor, ro worship ad and tales.	Writes an analysis of a ballad adhering to teacher guidelines on the development of the topic sentence into a coherent paragraph.	Teacher evaluation of written paper which will require supporting details.
that ppreciation n there is abulary used.	States following teacher guidelines how the use of specific detail contributes to the credibility of a story.	Teacher evaluation of written lists illustrating details.
	Identifies to teacher level of acceptance the author's use of exaggeration and understatement as his means of creating humor.	Teacher evaluation of class discussion.
	Writes a precis following teacher guidelines and I.H.S. style and usage sheet.	Written paper which will illustrate ability to condense core ideas and to make conclusions.

SUBJECT: Folklore (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATIO Instrumen
	Demonstrates that he has read at least one book from a recommended list of folk books by scoring 70% or better on objective test.	Oral or w will call tion of t
	Creates an original ballad or folk tale. (Extra credit.)	Teacher original (Extra c

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITI
Introduction to American Folklore Folk Heroes Fictional Real	3	Lecture, assignmen text and film stri assignmen
American Ballads and Songs	1	Reading ballads, assignmen
Indian Legends	1	Reading legends; assignmen
Tall Tales	1	Oral read assignmen writing
Literary Lore Twain Irving Hawthorne Benet	3	Reading American reference vocabular critical

nt.)

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
	Demonstrates that he has read at least one book from a recommended list of folk books by scoring 70% or better on objective test.	Oral or written book reviews that will call for analysis and evaluation of the book.
	Creates an original ballad or folk tale. (Extra credit.)	Teacher and class evaluation of an original folk tale or ballad. (Extra credit.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
olklore	3	Lecture, class discussion; vocal assignment and test; reading in text and outside reading in Botkin; film strip; library, written assignments - paragraphs & answers.
	1	Reading in text; records and other ballads, old and new; vocabulary assignment and test; discussions.
	1	Reading in text; library for other legends; discussion; vocabulary assignment and test.
	1	Oral reading from Botkin; vocabulary assignment and test; creative writing assignment.
	3	Reading from text, Adventures In American Literature; library for reference; records, film strips; vocabulary assignments and test; critical review of work.

SUBJECT: Folklore (Cont.)

MATERIALS OF INSTRUCTION

Text: Myths and Folklore by Henry Christ

Supplementary texts:
A Treasury in American Folklore by B. A. Botkin
Adventures in American Literature by Fuller & Kinnick

Multi Media - Charts: America, Its Folklore, William Cropper

Filmstrips: American Legendary Heroes
Folklore Songs of California and the Old West
Folk Songs of the U.S.A

Filmstrips: Folk Songs
Famous Ame

Record Tape:
"Rip VanWi
"The Legen

by Henry Christ

can Folklore by B. A. Botkin
can Literature by Fuller & Kinnick

rica, Its Folklore, William Cropper

an Legendary Heroes
re Songs of California and the Old West
ongs of the U.S.A

Filmstrips: Folk Songs in American History
Famous American Stories

Record Tape:
"Rip VanWinkle" and
"The Legend of Sleepy Hollow"

SUBJECT: Consumer English
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS: Reads at Grade Level (9)
TIME FRAME: One Semester

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GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATIO Instrumen
To help the student build self-confidence and acquire a large measure of self-respect in his dealings with the consumer world.	Identifies the role of the mass media in the consumer world using text and teacher guidelines for evaluation.	Pretest: To d mass media pla student. Teac student improv
To help the student acquire or improve basic reading, writing, speaking, listening and thinking skills that will enable him to be a prudent consumer.	Detects fallacies and propaganda in mass media advertising to teacher level of acceptance.	Pretest on fal Oral presentat fallacious arg Teacher assign as post test f ganda in mass
To encourage the student to demand integrity from the business world.	Identifies the major aspects of merchandising psychology using text and teacher guidelines for evaluation.	Writes brief r merchandising business emplo
To develop a sense of consumer awareness in the face of a multiplicity of consumer goods and a deluge of mass media advertising.	Reads, and discusses novels The Ugly American and Animal Farm and identifies propaganda techniques in writing.	Pretest on pr Reading quizze Evaluation of Written analys used in novel.
To make the student aware of the tremendous role that the mass media play in his life.	Evaluates orally and in writing the techniques used in mass media advertising by a local company and a national product.	Writes a major demonstrate s techniques of used by a loca national produ
To encourage students to be ecologically - conscious consumers.		
To introduce the student to books, periodicals and films that will aide him in consumer decision-making.		

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t Grade Level (9)
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	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
d self- large n his r world.	Identifies the role of the mass media in the consumer world using text and teacher guidelines for evaluation.	Pretest: To determine the role the mass media plays in life of the student. Teacher post test to determine student improvement.
re or iting, t	Detects fallacies and propaganda in mass media advertising to teacher level of acceptance.	Pretest on fallacies and Propaganda Oral presentation of an original fallacious argument. (Class evaluates) Teacher assigned essay 900 to serve as post test for fallacies and propaganda in mass media advertising.
to	Identifies the major aspects of merchandising psychology using text and teacher guidelines for evaluation.	Writes brief research paper on merchandising psychology that local business employs.
sum- of r s	Reads, and discusses novels The Ugly American and Animal Farm and identifies propaganda techniques in writing.	Pretest on propaganda in literature. Reading quizzes. Evaluation of discussion. Written analysis of propaganda techniques used in novel. (post test)
of s	Evaluates orally and in writing the techniques used in mass media advertising by a local company and a national product.	Writes a major research paper that will demonstrate student knowledge of the techniques of mass media advertising used by a local company and a national product.
us		
to lms that decision-		

SUBJECT: Consumer English (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUAT
Long Range - Timeless	Knowledge - Skill - Attitudes	Instrum
	Promotes a given product utilizing skills gained through a study of various effective modes of commercial advertising.	Writes a maj will demonst of mass medi local compan Participates a hypothetic
	Develops the techniques of writing business letters and notes using text book and teacher guidelines to evaluate level of proficiency.	Pretest on f letters and writes a let a. compl b. compl c. inqui
	Conveys orally and in writing a request for services to be rendered.	Participates conversation (class evalu
	Recognizes and use 70% of the vocabulary, lingo or slang of teacher prepared list of consumer vocabulary.	Writes busin Pretest on c Post test on
	Reads and discusses consumer related articles found in Consumer's Report, Time, Reader's Digest, and local newspapers.	Quizzes on r periodicals.
	Writes critical observations of articles found in above mentioned resources to the degree of proficiency required by IHS style and correction sheet.	Writes a sum of article f at least onc

English (Cont.)

OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
Promotes a given product utilizing skills gained through a study of various effective modes of commercial advertising.	Writes a major research paper that will demonstrate the techniques of mass media advertising used by a local company and a national product. Participates in a group promotion of a hypothetical product.
Develops the techniques of writing business letters and notes using text book and teacher guidelines to evaluate level of proficiency.	Pretest on form and content of business letters and notes. Post test - writes a letter of a. complaint b. compliment c. inquiry.
Conveys orally and in writing a request for services to be rendered.	Participates in hypothetical telephone conversations regarding consumer needs. (class evaluates.)
Recognizes and use 70% of the vocabulary, lingo or slang of teacher prepared list of consumer vocabulary.	Writes business note. (post test) Pretest on consumer vocabulary. Post test on consumer vocabulary.
Reads and discusses consumer related articles found in Consumer's Report, Time, Reader's Digest, and local newspapers.	Quizzes on reading assignments in periodicals. Evaluation of discussions.
Writes critical observations of articles found in above mentioned resources to the degree of proficiency required by IHS style and correction sheet.	Writes a summary and critical analysis of article from resource periodicals at least once every two weeks.

SUBJECT: Consumer English Continued

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTI
The Role of the Mass Media	1 week	Read and The Mass Vocabulary Written e
The Branches of the Mass Media: Television, Movies, Newspapers, and Magazines.	4 weeks	Read and The Mass Selected Report, T Discussio based on periodica Discussio magazines illustrat teacher a media.
Detecting fallacies, propaganda, and merchandising psychology.	4 weeks	Lectures paganda a Discussio propagand logy usin experienc View, dis film Best

mer English Continued

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
a	1 week	Read and discuss text Coping With The Mass Media pp. 1-11. Vocabulary drills and games. Written evaluation of ideas presented.
Media: apers,	4 weeks	Read and discuss text Coping With The Mass Media pp. 17-120. Selected readings from Consumer's Report, Time, Reader's Digest. Discussion and oral presentations based on readings in above mentioned periodicals. Discussion of T.V. programs, movies, magazines, and newspaper articles illustrating concepts presented by teacher and text regarding the mass media.
aganda, ogy.	4 weeks	Lectures on fallacious arguments, propaganda and merchandising psychology. Discussion of fallacious arguments, propaganda, and merchandising psychology using examples from students own experience. View, discuss and write evaluation of film Best T.V. Commercials of 1970.

SUBJECT: Consumer English Continued

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVIT
Consumer writing	2 weeks	Read student Read consume Consumer voc
Propaganda in Literature	3 weeks	Read and dis American. Discuss stud with propaga View film Th
Research paper on company and product.	1 week	Read and dis Oral present

MATERIALS OF INSTRUCTION

Text:
Coping With the Mass Media, McDougal Littell

Periodicals:
Consumer's Report
Time
Reader's Digest

Films:
Best T.V. Commercials (1970)
The Ugly American
Others as they apply

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
2 weeks	Read student letters.
	Read consumer articles.
	Consumer vocabulary drills and games.
3 weeks	Read and discuss the novel The Ugly American.
	Discuss student written reports dealing with propaganda in the novel.
	View film The Ugly American.
1 week	Read and discuss Animal Farm.
	Oral presentations of research papers.

dia, McDougal Littell

(1970)

SUBJECT: Consumer English (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	AC
Detecting fallacies, propaganda, and merchandising psychology.	4 weeks	Student of an c Record Make ad Read an periodi Vocabul Visit l psychol action. of visi
Group promotion of hypothetical product.	3 weeks	Library merchan Group w Present posters and dis Written Consume
Consumer writing	2 weeks	Review busines Introdu of comp

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
ppaganda, logy.	4 weeks	Students will make oral presentation of an original fallacious argument. Record student advertising pitches. Make advertising posters. Read and discuss articles in resource periodicals. Vocabulary drills and games. Visit local supermarket to view the psychology of merchandising in action. Discuss and write evaluation of visit.
thetical	3 weeks	Library research on Madison Avenue merchandising. Group work on promotion. Presentation of promotions. (skits, posters, slides, recording) Read and discuss consumer articles. Written evaluation of articles. Consumer vocabulary drills and games.
	2 weeks	Review or introduce the format of business letter. Introduce methods of a writing letter of compliment, complaint, or inquiry.

SUBJECT: Technical and Vocational English
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase V
TIME FRAME: One Semester

GOALS	OBJECTIVES - SELECTED	EVA
Long Range - Timeless	Knowledge - Skills - Attitudes	Inst
To involve students in enjoyable, success bringing, learning activities which are especially relevant to their life goals or immediate life situation.	Scores 70% or better on teacher prepared list of vocational vocabulary.	Vocabula test.
	Writes personal and business letters in form specified by text.	Text for
To help students build self-confidence and acquire a larger measure of self-respect.	Analyzes all forms of business communication following business communication form.	Teacher forms.
	States and demonstrates steps in paragraph development as outlined by text.	Teacher
To help students acquire or improve upon basic reading, writing, speaking, listening and thinking skills to the point where they are capable of surviving in the life situation they expect to find themselves when they live on their own.	Writes three paragraph essays adhering to IHS essay evaluation form.	Teacher
	Conducts interviews according to teacher guidelines.	Teacher
To deepen the students' understanding of what is involved in selecting, securing, keeping or advancing in a job and in living on one's own.	Summarizes job description following text guidelines.	Teacher
	Completes individualized study projects in teacher-determined areas of communication weakness.	Student of proje
To help students remedy on an individual basis their special weaknesses in language arts.		
To provide an opportunity for students to pursue in depth special interests related to language arts.		

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Graded
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emester

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
joyable, acti- ly re- s or	Scores 70% or better on teacher prepared list of vocational vocabulary.	Vocabulary pretest. Vocabulary post test.
	Writes personal and business letters in form specified by text.	Text form of assessment.
lf- spect.	Analyzes all forms of business communication following business communication form.	Teacher evaluation of communication forms.
or g, ing e ble si- nd on	States and demonstrates steps in paragraph development as outlined by text.	Teacher evaluated paragraph.
	Writes three paragraph essays adhering to IHS essay evaluation form.	Teacher evaluated essays.
	Conducts interviews according to teacher guidelines.	Teacher evaluation of job research.
	Summarizes job description following text guidelines.	Teacher evaluation of job summary.
in- ring, job n.	Completes individualized study projects in teacher-determined areas of communication weakness.	Student contract. Teacher evaluation of project.
n an ecial rts.		
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SUBJECT: Technical and Vocational English (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVI
Exploring occupations	1, 2 weeks	Orient stud the course: occupations and individ interest an Obtain stud Discuss ind projects.
Job study project	3 weeks	Find 25 dif might quali interested school. Ty on the boar Select the likely purs description Work through In Your Futu
Individualized work	4 - 6 weeks	Individuali students on learning pr Student rep parts I & I

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
1, 2 weeks	Orient students to the dual nature of the course: A common study of occupations and life on one's own; and individualized work in areas of interest and personal weakness. Obtain student profile information. Discuss individualized learning projects.
3 weeks	Find 25 different jobs that you might qualify for and be remotely interested in working at after high school. Type this list and put it on the board. Select the two jobs you would most likely pursue and prepare a job description of the work. Work through pgs. 1 - 38 in Jobs In Your Future. Letter pgs. 86 - 94.
4 - 6 weeks	Individualized conferences with students on their individualized learning projects. Student reports on job study projects parts I & II.

SUBJECT: Technical and Vocational English (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND
Job-Getting Project	7 - 9 weeks	Students select a he the newspaper and do A. Data Sheet-Job P B. Letter to employ C. Application and D. Job interview pg
Job interviews	10 - 11 weeks	Job interviews on VT to watch the playbac Work on individualiz
Budget	12 weeks	Direct students to p budget for one year on the amount of inc their first year of total class directio two days of the week individual work the
Understanding of self and work.	13 weeks	Discussion of langua behavior. Examination of the
Personal Living Projects.	14 - 15 weeks	Continued work on s language. Assign the personal for the remaining t week.
The World of Labor.	16 - 18 weeks	In depth analysis o Work on personal li Evaluation of indiv projects.

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	7 - 9 weeks	Students select a help wanted ad from the newspaper and do the following: A. Data Sheet-Job Profile pg. 95 Jobs B. Letter to employer pg. 58-59 Jobs C. Application and references 44-46 Jobs D. Job interview pg. 40 Jobs
	10 - 11 weeks	Job interviews on VTR with each student to watch the playback. Work on individualized learning projects.
	12 weeks	Direct students to prepare an itemized budget for one year by months based on the amount of income expected in their first year of working. Give total class direction for the first two days of the week and allow individual work the last three days.
work.	13 weeks	Discussion of languages as a form of behavior. Examination of the purposes of language.
	14 - 15 weeks	Continued work on self-understanding and language. Assign the personal living project for the remaining three days of each week.
	16 - 18 weeks	In depth analysis of the labor market. Work on personal living project. Evaluation of individualized study projects.

SUBJECT: Technical and Vocational English (Cont.)

MATERIALS OF INSTRUCTION

Materials:

Jobs in Your Future, Text

Gates Reading Text; Strong vocational interest survey.

SUBJECT: Minority Literature (Mexican-American Authors)
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase V
TIME FRAME: Quarter

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVA Ins
To introduce students to the literary contributions of Black and Mexican authors.	Reads The Underdogs, Tortilla Flat, selected poems and stories, and scores 70% or better on teacher-prepared objective test.	Reading objectiv
To help students discover ways of alleviating friction between majority and minority groups.	Discusses above mentioned writings according to teacher-devised communication guidelines.	Teacher
To encourage students to relate insights gained in this course to existing community and school situations.	Takes notes following teacher outline on historical development of Mexican literature, the novel of the revolution, American caricatures of the Mexican, and Mexican self-portraits.	Evaluati
To aid the minority student in finding a place in present U.S. society.	Expresses himself in writing following the IHS style and usage sheets on the following topics: What is a Mexican? According to Azuela what was the significance of the Mexican revolution? Do American writers such as Harte, Steinbeck, London and Faulkner paint accurate pictures of the Mexican and his way of life.	Teacher
To reinforce and expand the reading, writing, listening, talking and thinking skills of the student.		

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- Graded
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	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
o the of rs.	Reads The Underdogs, Tortilla Flat, selected poems and stories, and scores 70% or better on teacher prepared objective test.	Reading quizzes, teacher devised objective, exam.
er ction nority	Discusses above mentioned writings according to teacher-devised communication guidelines.	Teacher evaluated class discussions.
o in this unity	Takes notes following teacher outline on historical development of Mexican literature, the novel of the revolution, American caricatures of the Mexican, and Mexican self-portraits.	Evaluation of student notebook.
dent re-	Expresses himself in writing following the IHS style and usage sheets on the following topics: What is a Mexican? According to Azuela what was the significance of the Mexican revolution? Do American writers such as Harte, Steinbeck, London and Faulkner paint accurate pictures of the Mexican and his way of life.	Teacher evaluated essays.
the ning, ills		

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SUBJECT: **Minority Literature (Cont.)**

GOALS	OBJECTIVES - SELECTED	EVALU
Long Range - Timeless	Knowledge - Skills - Attitudes	Instr
	Writes a topic sentence, supporting ideas, and clincher sentence in an essay which discusses the position of the Chicano in 20th Century Literature.	Teacher Ev
	Writes a brief character analysis of Demetrio (The Underdogs) and Danny (Tortilla Flat).	Teacher ev
	Identifies in essay test following teacher guidelines the basic structure of the novels studied in the course.	Essay exam
	Recognizes 70% and uses 60% of words in text Vocabulary for the High School Student. (pp.1-48)	Pre-test o Vocabulary Post-test
	Researches and presents orally to class a biography of a famous Mexican.	Teacher an oral prese

OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
Writes a topic sentence, supporting ideas, and clincher sentence in an essay which discusses the position of the Chicano in 20th Century Literature.	Teacher Evaluated essay.
Writes a brief character analysis of Demetrio (The Underdogs) and Danny (Tortilla Flat).	Teacher evaluated character analysis.
Identifies in essay test following teacher guidelines the basic structure of the novels studied in the course.	Essay exam.
Recognizes 70% and uses 60% of words in text Vocabulary for the High School Student. (pp.1-48)	Pre-test on Vocabulary. Vocabulary quizzes. Post-test on vocabulary.
Researches and presents orally to class a biography of a famous Mexican.	Teacher and student evaluation of oral presentation.

SUBJECT: Minority Literature (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTI
Introduction and history of the development of Mexican literature.	2 weeks	Pre-tests Statement View film Teacher l Discussio Library r Oral pres Vocabular Test on h
Novel of the Revolution Topic Sentence	2 weeks	Teacher l Read and Reading c Vocabular exercises sentences View film Role play Final te
American caricatures of the Mexican. Supporting ideas.	2 weeks	Read and Reading c supporti View film Spelling games.

rity Literature (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
of the iterature.	2 weeks	Pre-tests: reading and vocabulary. Statement of objectives. View film: Everybody is Prejudiced. Teacher lectures. Discussions. Library research. Oral presentation of biography. Vocabulary drills and games. Test on historical background.
	2 weeks	Teacher lecture. Read and discuss The Underdogs Reading quizzes. Vocabulary spelling drills, games, exercises. Practices writing topic sentences. View film on the Revolution. Role playing from the novel. Final test on novel.
the	2 weeks	Read and discuss Tortilla Flat. Reading quizzes. Practice writing supporting ideas. View film: Tortilla Flat Spelling and Vocabulary drills and games. Final Test on Tortilla Flat.

SUBJECT: Minority Literature (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTI
The Mexican in The United States. The Clincher Sentence.	2 weeks	Read and Mexican A The Chica Reading q Practice Writes ma of the Ch literatur drills. Final ex

MATERIALS OF INSTRUCTION

Texts:

The Underdogs, Azuela
Tortilla Flat, Steinbeck
Mexican-American Authors
The Chicano, Simmen

Films:

Tortilla Flat

Minority Literature (Black):

Nigger by Dick Gregory
Black Boy by Richard Uright

Minority Literature (Mexican):

Chicano by Richard Vasquez

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
States.	2 weeks	Read and discuss stories in Mexican American Authors and The Chicano Reading quizzes. Practice writing Clincher sentence. Writes major essay on the position of the Chicano in 20th century literature. Vocabulary and spelling drills. Final exam.

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Minority Literature (Mexican):

Chicano by Richard Vasquez

SUBJECT: Minority Literature (Afro-American Authors)
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Phase V
TIME FRAME: Quarter

GOALS	OBJECTIVES - SELECTED	EVAL
Long Range - Timeless	Knowledge - Skill - Attitudes	Inst
To introduce students to the literary contributions of Black and Mexican authors.	Reads Afro-American drama, poetry, fiction and non-fiction and demonstrates comprehension of content by scoring 70% or better on teacher devised objective exam.	Reading q Teacher d
To help students discover ways of alleviating friction between majority and minority groups.	Discusses above mentioned writings according to teacher devised communication guidelines.	Teacher e
To encourage student to related insights gained in this course to existing community and school situations.	Identifies in writing the narrative elements of plot and cites examples of each: conflict, episodes, incidents, and points of view.	Teacher e
To aid the minority student in finding a place in present U.S. society.		
To reinforce and expand the reading, writing, listening, talking and thinking skills of the student.	Writes a topic sentence, supportive ideas and clincher sentence on themes discussed in class.	Teacher e supportiv sentence.
	Reads poem aloud to class in such a way that it can be heard and understood in the back of the room.	Teacher e
	Recites poem to class.	Teacher e
	Writes a poem.	Teacher e

ty Literature (Afro-American Authors)
Graded
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	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
the f Black	Reads Afro-American drama, poetry, fiction and non-fiction and demonstrates comprehension of content by scoring 70% or better on teacher devised objective exam.	Reading quizzes Teacher devised objective test
r ways between majority	Discusses above mentioned writings according to teacher devised communication guidelines.	Teacher evaluated class discussions
related course d	Identifies in writing the narrative elements of plot and cites examples of each: conflict, episodes, incidents, and points of view.	Teacher evaluated paragraphs
ent in nt U.S.		
the reading, ing and tudent.	Writes a topic sentence, supportive ideas and clincher sentence on themes discussed in class.	Teacher evaluated topic sentences, supportive ideas, and clincher sentence.
	Reads poem aloud to class in such a way that it can be heard and understood in the back of the room.	Teacher and student evaluation
	Recites poem to class.	Teacher student evaluation
	Writes a poem.	Teacher student conference

SUBJECT: Minority Literature (Afro-American Authors)

GOALS	OBJECTIVES - SELECTED	EVALUA
Long Range - Timeless	Knowledge - Skill - Attitudes	Instru
	Writes a paragraph that contains: a. topic sentence b. supportive ideas c. clincher sentence on the following topic: Does Griffin give an accurate picture of the Black dilemma in American society?	Teacher eva
	Reads Afro-American novel of his choice and makes oral presentation.	Teacher-Stu
	Recognizes 70% and uses 60% of Vocabulary for High School Student pp. 49-97.	Pre/Post vo

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVI
Introduction Folk Tales Early portraits in black	1 week	Teacher le Readings a Vocabulary
Afro-American Poetry The New Day Black Pride Angry Voices Introduction to Topic Sentence	3 weeks	Teacher le Read and d Cullen, Hu and Brooks The langua Vocabulary Poetry rea Writes top themes. Poetry wri Test on Po

ty Literature (Afro-American Authors)

OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
Writes a paragraph that contains: a. topic sentence b. supportive ideas c. clincher sentence on the following topic: Does Griffin give an accurate picture of the Black dilemma in American society?	Teacher evaluated essay.
Reads Afro-American novel of his choice and makes oral presentation.	Teacher-Student evaluation.
Recognizes 70% and uses 60% of Vocabulary for High School Student pp. 49-97.	Pre/Post vocabulary test.

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
1 week	Teacher lectures. Readings and discussion. Vocabulary drills and games.
3 weeks	Teacher lectures. Read and discuss the poems of Cullen, Hughes, Tolson, Hayden and Brooks. The language of poetry.(lecture) Vocabulary drills and games. Poetry reading and recitation. Writes topic sentences on poetry themes. Poetry writing. Test on Poetry unit.

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SUBJECT: Minority Literature (Afro-American Authors) (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTI
Afro-American Non-Fiction Early spokesmen Black Identity Civil Rights New Directions	2 weeks	Read and Douglas, Malcolm Cleaver.
Introduction of Supportive Ideas		Library Oral pre Write su Vocabula Test on
Afro-American Drama	2 weeks	Read and and Land Oral rea Vocabula Writes c Writes c Exam on
Insights into Black Life in the South. Black Like Me		Read and Vocabula Role pla Test on

MATERIALS OF INSTRUCTION

Texts:

Afro-American Poetry, Houghton Miflin
Afro-American Drama, Houghton Miflin
Black Like Me, Griffin Signet

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	2 weeks	Read and discuss essays by Douglas, Washington, Gregory, Malcolm X, Baldwin, King and Cleaver.
e Ideas		Library research. Oral presentation to class. Write supportive ideas. Vocabulary drills and games. Test on Non-fiction unit.
	2 weeks	Read and discuss Raisin in the Sun and Land Beyond the River. Oral readings. Vocabulary of drama drills and games. Writes clincher sentences. Writes character analysis. Exam on Drama unit.
in the		Read and discuss Black Like Me. Vocabulary drills and games. Role playing. Test on book.

, Houghton Miflin
Houghton Miflin
in Signet

SUBJECT: Imaginative Literature
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase VIII
TIME FRAME: 1 semester

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GOALS	OBJECTIVES - SELECTED	EV
Long Range - Timeless	Knowledge - Skill - Attitudes	In
To introduce the student to works of writers in the areas of science fiction, fantasy, and the supernatural.	Recognizes works in the areas of science fiction, fantasy and the supernatural and associates them with the correct authors to 70% proficiency on objective test.	Teacher test; l and ans
To help the student realize that many works of fiction included in the realm of fantasy make timely commentaries about the here and now and about the foibles of man.	Identifies devices used in the literary works (Examples: the quest in On the Beach; the dream in The Secret Life of Walter Mitty; reversal in "The Unicorn in the Garden;" a medical experiment in Flowers for Algernon; talking animals in Animal Farm; a special world with its own laws in The Hobbit; gadgetry, hypnosis, telepathy, unusual creatures, solar radiation, etc. in science fiction) to 70% proficiency on objective test.	Teacher tests o
To explore some of the archetypes that evolve from the unconscious mind.		
To encourage students to notice and analyze some of the trends that are current concerns of man and to extrapolate from those trends.		
To develop an appreciation of literature that is evocative, magical, and mysterious rather than realistic or practical - that emphasizes individuality and spontaneity rather than logic and efficiency.	Demonstrates knowledge of the content of the works read to 70% proficiency on objective tests.	Teacher post te from Pe availab work.
	Writes original papers in the areas of science fiction, fantasy and the supernatural.	Teacher of ess student the li

ive Literature
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	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
o works science super-	Recognizes works in the areas of science fiction, fantasy and the supernatural and associates them with the correct authors to 70% proficiency on objective test.	Teacher devised pre and post test; library research question and answer.
e that luded ke the e	Identifies devices used in the literary works (Examples: the quest in On the Beach; the dream in The Secret Life of Walter Mitty; reversal in "The Unicorn in the Garden;" a medical experiment in Flowers for Algernon; talking animals in Animal Farm; a special world with its own laws in The Hobbit; gadgetry, hypnosis, telepathy, unusual creatures, solar radiation, etc. in science fiction) to 70% proficiency on objective test.	Teacher devised pre and post tests on said topics
chetypes nscious		
notice rends of man hose		
	Demonstrates knowledge of the content of the works read to 70% proficiency on objective tests.	Teacher devised pretests and post tests; objective tests from Perfection Form if available for a particular work.
n of ive, ather al - lity and logic and	Writes original papers in the areas of science fiction, fantasy and the supernatural.	Teacher evaluation of papers of essay type which probe the student's understanding of the literary selections.

SUBJECT: Imaginative Literature (Cont.)

GOALS	OBJECTIVES - SELECTED	E
Long Range - Timeless	Knowledge - Skill - Attitudes	I
To help students examine the devices used in fantasy	Develops discussion skills with emphasis on questioning, qualifying, problem solving, and direct response to others at teacher acceptable level.	Teache checkl
	Recognizes 70% and uses 60% of vocabulary of Imaginative Literature on test.	Pretes areas, ually.

PROGRAM DESCRIPTION	TIME FRAME Where applicable	A
Science fiction 1984 by George Orwell (Anti-utopia or Dystopia) On the Beach by Shute (Extrapolation) Science Fiction Hall of Fame N.Y., Avon, 1971 Silverberg, Robert (ed.)	8 weeks	Teache role p in dis library bullet map ma
Fantasy The Hobbit by Tolkien Selected short stories such as "The Unicorn in the Garden" by Thurber Animal Farm by Orwell	5 weeks	Teache films, reports from t vocabul work;
The Supernatural Humor, Horror and the Supernatural by Saki (22 short stories) The works of Edgar Allan Poe	5 weeks	Teache films; exerci board

erature (Cont.)

	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
he	Develops discussion skills with emphasis on questioning, qualifying, problem solving, and direct response to others at teacher acceptable level.	Teacher, student evaluation, checklist.
	Recognizes 70% and uses 60% of vocabulary of Imaginative Literature on test.	Pretest and post test over all areas, or in each area individually.

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	8 weeks	Teacher lecture; films; essays; role playing and problem solving in discussion groups; essays; library work; vocabulary drill; bulletin board work, collages; map making.
ia)		
Fame		
.)		
	5 weeks	Teacher lecture, discussion, films, essays, exercises, oral reports; the acting of scenes from the literary selections; vocabulary drill; bulletin board work; collages.
uch arden"		
	5 weeks	Teacher lectures; discussion; films; slides; essays; written exercises; oral reports; bulletin board work; collages.
Poe		

SUBJECT: Imaginative Literature (Cont.)

MATERIALS OF INSTRUCTION

Texts: 1984 by Orwell
On the Beach by Schute
Science Fiction Hall of Fame
ed. Robert Silverberg
The Hobbit by Tolkein
Animal Farm by Orwell
Humor, Horror and the Supernatural by Saki

Supplemental Materials
Tapes
Records
Filmstrips
Films: "La Jetee"
"Cosmos"
"Castles Made of Sand"
"Dream of Wild Horses"
"Shadow of Time"
"The Unicorn in the Garden"
"When Angels Fall"

SUBJECT: American Novel (Modern)
GRADE LEVEL: 11 - 12
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: Semester

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION Instrument
To present American Literature as a reflection of American life and ideals.	Demonstrates to teacher acceptable level competency in mechanics, grammar and usage.	Pre/Post test i and usage.
To stress the worth and dignity of the individual.	Knows and uses vocabulary of criticism to teacher acceptable level.	Pre/Post test t in which critic utilizied.
To stress personal rights as realized through responsibility.	Identifies the elements of the novel as a literary form.	Teacher evaluat on elements.
To appreciate our American literary and cultural heritage.	Demonstrates and analyzes literary texture (figures of speech, symbol, etc.)	Teacher evaluat literary textur texture. Exerc
To make the student more sensitive to the sufferings of others.	Explicates, analyzes and synthesizes passages from novels to teacher level of acceptance.	Teacher evaluat demonstrating t
To foster a sense of ethics and humanitarianism.	Researches and collates (to teacher acceptable level) utilizing library.	Teacher evaluat on selected top library usage.
To improve, enrich and expand communication and library skills.	Takes notes on teacher lectures.	Test to determi technique.
To encourage, enrich, and direct creative outpouring.	Proof reads and revises manuscripts for elimination of mechanical errors, for logical paragraph development and for stylistic development.	Teacher evaluat paragraphs. IH

an Novel (Modern)
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	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
rature as life and	Demonstrates to teacher acceptable level competency in mechanics, grammar and usage.	Pre/Post test in mechanics, grammar and usage.
dignity	Knows and uses vocabulary of criticism to teacher acceptable level.	Pre/Post test teacher evaluated essay in which critical terminology is utilizied.
e as ibility.	Identifies the elements of the novel as a literary form.	Teacher evaluated essays and checklist on elements.
an ritage.	Demonstrates and analyzes literary texture (figures of speech, symbol, etc.)	Teacher evaluated essay utilizing literary texture. Identification of texture. Exercises from works studied.
ngs	Explicates, analyzes and synthesizes passages from novels to teacher level of acceptance.	Teacher evaluated essays and paragraphs demonstrating these specific skills.
ics	Researches and collates (to teacher acceptable level) utilizing library.	Teacher evaluation of research paper on selected topics. Pre/Post test on library usage.
x-	Takes notes on teacher lectures.	Test to determine successful notetaking technique.
ng.	Proof reads and revises manuscripts for elimination of mechanical errors, for logical paragraph development and for stylistic development.	Teacher evaluation of essays and paragraphs. IHS style and usage sheet.

SUBJECT: American Novel (Modern) (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALU Instr
	Prepares and participates in debates utilizing comparison and contrast, emphasis, logical development and semantics (slanting, connotation, denotation)	Teacher an debates.
	Creates in independent study session a project (essay, play, art, etc.) relating to one of the major themes explored in the course.	Teacher an Guest eval

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIV
The New Morality (Concepts and illustrative novel)	3 weeks	Discussion Role playi drills and New Morali
Personal identity What does it mean to say "I"?	4 weeks	Journal, r seminar, r expressing and bullet
American Dream of Success Ideals, disappointments and implications of the American Dream.	4 weeks	Creative w "success." Precis wri
Social Conscience and Civil Disobedience. "Individual rights and responsibilities"	4 weeks	Field trip camps. Gu discussion search and

can Novel (Modern) (Cont.)

	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
	Prepares and participates in debates utilizing comparison and contrast, emphasis, logical development and semantics (slanting, connotation, denotation)	Teacher and class evaluation of debates.
	Creates in independent study session a project (essay, play, art, etc.) relating to one of the major themes explored in the course.	Teacher and class evaluation. Guest evaluators.

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
ve novel)	3 weeks	Discussion, films, research and essay. Role playing, survey. Vocabulary drills and reference room. Debate New Morality (vs) Puritan Ethic.
"I"?	4 weeks	Journal, role playing. Circular seminar, rap session, collage expressing identity, essay, posters and bulletin board displays.
s Ideals, ications	4 weeks	Creative written expression on "success." Discussion, debates. Precis writing essay. Guest speakers.
vil al ies"	4 weeks	Field trips to local farms and migrant camps. Guest speakers, panel discussions, debates, library research and essay.

SUBJECT: American Novel (Modern) (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIV
Independent study and course evaluation. Choice within framework of above themes. Independent study choices (students may offer suggestions for topics) "The American Establishment" "Morality in America" "Integrity" "The Lonely American" "Is the American Truly the Ugly American?" "The American Dream" "The American Social Conscience"	3 weeks	Independe in projec

MATERIALS OF INSTRUCTION

Texts:

- Goodby Columbus
- A Separate Peace
- Catcher in the Rye
- The Grapes of Wrath
- The Jungle
- The Invisible Man
- The Great Gatsby
- The Bridge of San Luis Rey
- Intruder in the Dust
- Walden II

Outside Reading (Suggested collateral reading) others w

- Ox Bow Incident
- An American Tragedy
- In Dubious Battle
- Giants in the Earth
- The Yearling
- Studs Londgin
- Black Like Me
- Gentleman's Agreement
- Why We Can't Wait
- To Kill a Mockingbird

- The Learn
- Nigger
- Man in th
- Young Man
- The Golde
- Native So
- Silent Sp
- The Quiet
- Knock on
- Unsafe at
- Robber Ba
- The Heart

Records: The Great Gatsby

Films: The Golden Twenties
The Grapes of Wrath

Filmstrip

can Novel (Modern) (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
rse n .	3 weeks	Independent exploration culminating in project of student's choice.
stions		
nt"		
e		
cience"		

Outside Reading (Suggested collateral reading) others will be added as needed

Ox Bow Incident	The Learning Tree
An American Tragedy	Nigger
In Dubious Battle	Man in the Grey Flannel Suit
Giants in the Earth	Young Man With a Horn
The Yearling	The Golden Boy
Studs Londgin	Native Son
Black Like Me	Silent Spring
Gentleman's Agreement	The Quiet Crisis
Why We Can't Wait	Knock on Any Door
To Kill a Mockingbird	Unsafe at any Speed
	Robber Barons
	The Heart is a Lonely Hunter

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Films: The Golden Twenties
The Grapes of Wrath

Filmstrips: The Alienated Generation

SUBJECT: Literature For Lovers
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase
TIME FRAME: Semester

GOALS	OBJECTIVES - SELECTED	EVAL
Long Range - Timeless	Knowledge - Skills - Attitudes	Inst
To give students the opportunity to read and discuss great works of literature on the theme of love.	Reads various literary works and historic views on the theme of love and scores above 70% on teacher prepared tests (objective and essay)	Teacher p essay tes
To help student develop the ability to analyze and compare the varying views of great authors of several historic periods on the theme of love and the male-female relationship.	Discusses various ideas in the works covered to teacher level of acceptance.	Teacher e
	Discusses and compares in writing, following the IHS style and usage sheet, the ideas and techniques of various authors studied.	Teacher e
To give students the opportunity to compare the attitudes of various literary characters to the opposite sex and the many aspects of the love relationship - passion, romance, jealousy, loyalty, infidelity, lust, respect, admiration, etc.	Listens to teacher lectures on literary genres, poetry types and figurative language and scores above 70% on teacher prepared objective test on this material.	Teacher p
To help students develop the ability to compare the styles and themes of various authors and their methods of characterization, setting, plot, etc.	Recognizes 70% and uses 60% of vocabulary words taken from context of reading.	Vocabulary
	Chooses and reads one literary work on the theme of love and presents a researched report to the class.	Teacher, c presentati
To help students develop the ability to discuss works of literature on a specific theme both in speaking and writing.		

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	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
tunity works of	Reads various literary works and historic views on the theme of love and scores above 70% on teacher prepared tests (objective and essay)	Teacher prepared objective and essay tests.
e pare c	Discusses various ideas in the works covered to teacher level of acceptance.	Teacher evaluated class discussions.
ve on-	Discusses and compares in writing, following the IHS style and usage sheet, the ideas and techniques of various authors studied.	Teacher evaluated compositions.
tunity f various oppo- cts ,	Listens to teacher lectures on literary genres, poetry types and figurative language and scores above 70% on teacher prepared objective test on this material.	Teacher prepared objective tests.
he	Recognizes 70% and uses 60% of vocabulary words taken from context of reading.	Vocabulary quizzes.
us of plot,	Chooses and reads one literary work on the theme of love and presents a researched report to the class.	Teacher, class and self-evaluation of presentations.
he f		

SUBJECT: Literature For Lovers (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUA Instru
	Listens to teacher lectures on historic views of love-courtly love, conventional love, etc. and scores above 70% on teacher prepared essay or objective test.	Teacher pre test.
	Prepares and presents a creative project from his own ideas on the theme of love - either in written, dramatic, or visual arts form.	Teacher, cl of presenta

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVI
Introduction to theme and outline of course.	1 week	Pretesting Lecture Discussion Statement o
Modern view of love preliminary to studying views of past.	1 week	Read and di Writing cri analysis. Vocabulary
Introduction to historic views of love as seen in earlier literary works (noting differences in genres)	2 weeks	Lecture and Read and di Paradise Lo Hero and Le Role play e Vocabulary lecture mat Filmstrip Library res choosing ou

ature For Lovers (Cont.)

OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
Listens to teacher lectures on historic views of love-courtly love, conventional love, etc. and scores above 70% on teacher prepared essay or objective test.	Teacher prepared essay or objective test.
Prepares and presents a creative project from his own ideas on the theme of love - either in written, dramatic, or visual arts form.	Teacher, class and self-evaluation of presentations.

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
1 week	Pretesting in writing Lecture Discussion of theme Statement of objectives
1 week	Read and discuss Love Story Writing critique and character analysis. Vocabulary exercise
2 weeks	Lecture and note taking Read and discuss selections from Paradise Lost, The Canterbury Tales, Hero and Leander, etc.
	Role play enactment of courtly love.
	Vocabulary exercise testing on lecture material
	Filmstrip
	Library research of author and choosing outside book

SUBJECT: Literature For Lovers (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTI
Introduction and expansion of theme of ill-fated young love.	4 weeks	Lecture Read and West Sid Written c these wo Vocabula Reading c Oral rea Listen t
Student presentations of work read outside class.	2 weeks	Presenta how work Teacher c
Introduction and expansion on theme of conventional love of 19th century England.	3 weeks	Lecture Read Jan Class di Role pla Reading c Vocabula

erature For Lovers (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
ion oung	4 weeks	Lecture Read and discuss Romeo and Juliet and West Side Story Written composition in comparing these works Vocabulary exercise Reading quizzes Oral reading of parts Listen to record of Romeo and Juliet
f .	2 weeks	Presentation and class discussion of how work relates to theme of love. Teacher class and self-evaluation
ion on ove .	3 weeks	Lecture Read Jane Eyre Class discussion Role play selected scenes Reading quizzes Vocabulary exercise.

SUBJECT: Literature For Lovers (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIV
Love poetry	2 weeks	Compositio
		Final test
		Lecture on language,
		Read and d Browning
		Vocabulary
		Student po
		Test on fi poetry typ
		Written in
Introduction and expansion of theme of married love-self-fullfillment and equality in marriage (female point of view)	2 weeks	Lecture on
		Read and d
		Oral readi
		Written co
Married love - fidelity and individual needs (male point of view)		Read and d
		Vocabulary
		Male - fem
		Comparativ
		Reading qu
		Final test

ture For Lovers (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	2 weeks	Composition writing.
		Final test on Jane Eyre
		Lecture on poetry types, figurative language, sonnet form.
		Read and discuss sonnets of E.B. Browning and Shakespeare
		Vocabulary exercise
		Student poetry writing
		Test on figurative language and poetry types
		Written interpretations
elf- in view)	2 weeks	Lecture on Ibsen and Times
		Read and discuss A Doll's House
		Oral reading of parts
		Written composition
d nt of		Read and discuss Dr. Zhivago
		Vocabulary exercise
		Male - female debate
		Comparative paper
		Reading quizzes
		Final test on Dr. Zhivago

SUBJECT: Literature For Lovers (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTI
Presentation of student projects and summation.	1 week	Presentat Teacher,

MATERIALS OF INSTRUCTION

Materials:

Love Story Erich Segal New American Library - Signet
Dittoed selections from Paradise Lost, The Canterbury Tales, Hero, Romeo and Juliet, West
Dell Publishing Co.
Jane Eyre Dell Publishing Co.
Selections of Shakespeare's Sonnets and E.B. Browning
A Doll's House
Dr. Zhivago

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rature For Lovers (Cont.)

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
1 week	Presentation and class discussion Teacher, class and self-evaluation

gal New American Library - Signet
from Paradise Lost, The Canterbury Tales, Hero, Romeo and Juliet, West Side Story, Leander, etc.
Co.
ishing Co.
speare's Sonnets and E.B. Browning

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SUBJECT: Twentieth Century American Drama
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Phase VIII
TIME FRAME: One Semester

GOALS	OBJECTIVES - SELECTED	EVALUATIO
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumen
To introduce students to the masterpieces of Twentieth Century American Drama.	Reads plays of representative American authors and demonstrates knowledge of content by scoring 70% or better on teacher devised objective test.	Pretest (plays rea Quizzes Objective
To develop through dramatic literature the student's awareness of himself.	Discusses plays following teacher-prepared discussion guidelines.	Teacher-s class dis
To foster a sense of ethics and humanitarianism.	Reads with understanding and expression a part in one of the plays.	Teacher-s readings.
To re-enforce and expand communication skills.	Recognizes 70% and uses 60% of the vocabulary of drama on teacher devised objective test.	Vocabular Quizzes Vocabular
To encourage creativity and self-expression.	Writes an essay following teacher guidelines and I.H.S. style and usage sheet on a) history of drama b) structure of drama c) dramatic innovations.	Teacher
	Writes an essay on the themes discussed in class.	Teacher
	Writes an Aristotelian analysis of a play of his choice.	Teacher
	Participates in a group dramatization of a scene from student selected play.	Teacher
	Writes a dramatization of a short-story or novel.	Teacher- work.

Century American Drama

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	OBJECTIVES - SELECTED	EVALUATION - SELECTED
	Knowledge - Skills - Attitudes	Instrumentation or Assessment
e master- American	Reads plays of representative American authors and demonstrates knowledge of content by scoring 70% or better on teacher devised objective test.	Pretest (teacher inventory of plays read) Quizzes Objective Test
areness	Discusses plays following teacher-prepared discussion guidelines.	Teacher-student evaluation of class discussion.
and	Reads with understanding and expression a part in one of the plays.	Teacher-student evaluation of readings.
muni-	Recognizes 70% and uses 60% of the vocabulary of drama on teacher devised objective test.	Vocabulary pretest Quizzes Vocabulary post/test
self-	Writes an essay following teacher guidelines and I.H.S. style and usage sheet on a) history of drama b) structure of drama c) dramatic innovations.	Teacher evaluated essays
	Writes an essay on the themes discussed in class.	Teacher evaluated essay
	Writes an Aristotelian analysis of a play of his choice.	Teacher evaluated paper
	Participates in a group dramatization of a scene from student selected play.	Teacher student evaluation.
	Writes a dramatization of a short-story or novel.	Teacher-student evaluation of work.

SUBJECT: Twentieth Century American Drama (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AN
In search of the meaning of justice	Three weeks	Teacher lectu Read and disc and The Ande Read and disc theme Role playing Exam on unit
The quest	Three weeks	Teacher lectu Read and disc and Of Mice a Read and disc on this theme Exam on unit
In search of the new morality	Two weeks	Teacher lectu Independent r suggested lis Read and disc Oral presenta Work on origi Unit exam
Student dramatizations and reading	One week	Students dra
Introduction History of Drama	One week	State Objecti Teacher Lectu Read essays Vocabulary Dr
The world of the play Setting Structure Character Guides to analysis of drama	One week	Teacher lectu Discussions Read and disc Teeth Quizzes Student readi Vocabulary Test on unit

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
f justice	Three weeks	Teacher lectures. Read and discuss Inherit The Wind and The Andersonville Trial. Read and discuss student essays on theme Role playing Exam on unit
	Three weeks	Teacher lectures Read and discuss Man of La Mancha and Of Mice and Men Read and discuss student essays on this theme Exam on unit
ty	Two weeks	Teacher lectures Independent readings from teacher-suggested list of plays Read and discuss student themes Oral presentations Work on original dramatization Unit exam
reading	One week	Students dramatize original play
	One week	State Objectives Teacher Lectures Read essays Vocabulary Drills and games
	One week	Teacher lectures Discussions Read and discuss The Skin of Our Teeth Quizzes Student readings Vocabulary Test on unit

SUBJECT: Twentieth Century American Drama (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND
A search for identity	Three weeks	Teacher lecture Read and discus man and A Raisi Read student es Vocabulary dril Unit exam
In search of a hero	Four Weeks	Teacher lecture Read and discus Home of the Bra Read and discus theme Exam on unit

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MATERIALS OF INSTRUCTION

The Skin of our Teeth	Wilder	Inherit the Wind	L
Death of a Salesman	Miller	The Andersonville Trial	L
A Raisin in the Sun	Hansberry	Of Mice and Men	S
Home of the Brave	Laureants	Man of La Mancha	W
1000 Clowns	Gardner		
The Crucible	Miller	Film: 1000 Clowns	

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ıry American Drama (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	Three weeks	Teacher lectures Read and discuss Death of a Salesman and A Raisin in the Sun Read student essays on theme Vocabulary drills and games Unit exam
	Four Weeks	Teacher lectures Read and discuss the Crucible, Home of the Brave and 1000 Clowns Read and discuss student essays on theme Exam on unit

Wilder	Inherit the Wind	Lawrence & Lee
Miller	The Andersonville Trial	Levitt
Hansberry	Of Mice and Men	Steinbeck
Laureants	Man of La Mancha	Wasserman
Gardner		
Miller	Film: 1000 Clowns	

151A

SUBJECT: Logic and Semantics
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Phase VIII
TIME FRAME: One Semester

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATI Instrume
To present the student with experiences and training in the field of logic in such a way that the student will be stimulated by new ideas.	Writes proofs of basic theorems following text and teacher guidelines.	Pretest. Teacher ev Teacher po
To become aware of the function of logic in technical and vocational fields in society.	Develops the ability to analyze word problems following teacher guidelines.	Pretest Post test
To reinforce the appreciation and need for precision of language and definition.	Demonstrates the use of the basic laws and rules of logic in solving problems by scoring teacher-approved percentage on objective test.	Pretest Post test
To introduce concepts of formal logic.	Recognizes and constructs various types of proof as shown in test.	Group repo Teacher ob
To stimulate original methods of problem solving within a logical framework.	Uses fluently 60% and recognizes 70% of vocabulary words in text.	Pretest on ry quizzes Teacher ev
To have the students acquire facility in applying concepts and skills of logic.	Learns and applies the concepts of logic following teacher guidelines.	and debate
To encourage the discovery and independent observation in logical relationships.	Recognizes the library resources relative to the history and cultural significance of logic.	Teacher ev Evaluation following sheet.
	Introduces proof by induction and deduction following teacher guidelines.	Pretest on Teacher ev Post objec

Semantics
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	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
h n a be	Writes proofs of basic theorems following text and teacher guidelines.	Pretest. Teacher evaluated discussion. Teacher post test.
ction	Develops the ability to analyze word problems following teacher guidelines.	Pretest Post test - teacher objective test
ty. ion	Demonstrates the use of the basic laws and rules of logic in solving problems by scoring teacher-approved percentage on objective test.	Pretest Post test - teacher objective test
	Recognizes and constructs various types of proof as shown in test.	Group reports teacher evaluated. Teacher objective test.
ods a	Uses fluently 60% and recognizes 70% of vocabulary words in text. Learns and applies the concepts of logic following teacher guidelines.	Pretest on vocabulary of logic vocabulary quizzes. Post test on vocabulary Teacher evaluated panel discussions and debates.
re pts	Recognizes the library resources relative to the history and cultural significance of logic.	Teacher evaluated research in library. Evaluation of student research paper following the IHS style and usage sheet.
n	Introduces proof by induction and deduction following teacher guidelines.	Pretest on induction and deduction. Teacher evaluated essays. Post objective test.

SUBJECT: Logic and Semantics (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIV
Introduction of logic and semantics	1 week	Pretest View fi Stateme Teacher Test or Semanti Brain
The Uses of Language	1 week	Teacher Library Studen Vocabul Test or Brain
Informal fallacies	1 week	Teacher on rel Studen Group Test or Brain
Definition	1 week	Teacher Class Vocabul View fi Test or Brain
Categorical propositions	2 weeks	Teacher positi Brain class studen Vocabul Library Group Test or

Semantics (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
c and	1 week	Pretest on Logic and Semantics. View film Why Man Creates Statement of objectives Teacher lectures and discussions. Test on introduction of Logic and Semantics. Brain teasers.
	1 week	Teacher lectures and discussion Library research Student note taking. Vocabulary drills and quizzes. Test on uses of language Brain teasers
	1 week	Teacher lectures and discussion on relevance and ambiguity. Student note taking Group reporting Test on informal fallacies. Brain teasers.
	1 week	Teacher lecture on purposes and types Class discussion Vocabulary drills and quizzes. View film A Story of Discovery Test on definition. Brain teasers.
ions	2 weeks	Teacher lecture on categorical propositions. Brain teasers class discussion student note taking Vocabulary drills and quizzes Library research Group debates Test on categorical propositions

SUBJECT: Logic and Semantics (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AN
Categorical syllogisms.	1 week	Teacher lecture an standard-form and nique. Student note takin View film Everybod Test on categorica Brain teasers.
Arguments in ordinary language.	2 weeks	Teacher lecture an enthymemes, soriti Student notetaking Library research a Vocab lary drills Test on arguments Post test on logic Brain teasers.
Symbolic logic.	2 weeks	Second pretest on Teacher lecture an symbols, conjunctio of thought, implic etc. Student notet Vocabulary drills View film No Greate Test on symbolic l Brain teasers.
Evaluating extended arguments.	1 week	Teacher lecture an validity and invali Student notetaking Panel reports Writing proofs Test on evaluating Brain teasers

nd Semantics (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	1 week	Teacher lecture and discussion on standard-form and Venn Diagram technique. Student note taking View film Everybody's Prejudiced Test on categorical syllogisms Brain teasers.
guage.	2 weeks	Teacher lecture and discussion on enthymemes, sorities, and dilemma. Student notetaking Library research and writing proofs. Vocabulary drills and quizzes. Test on arguments in ordinary language Post test on logic and semantics Brain teasers.
	2 weeks	Second pretest on logic and semantics Teacher lecture and discussion on symbols, conjunction, negotiation, laws of thought, implication, paradoxes, etc. Student notetaking Vocabulary drills and quizzes. View film No Greater Challenge Test on symbolic logic Brain teasers.
ents.	1 week	Teacher lecture and discussion on validity and invalidity. Student notetaking Panel reports Writing proofs Test on evaluating extended arguments Brain teasers

SUBJECT: Logic and Semantics (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AN
Propositional functions.	1 week	Teacher lecture an quantification and inference. Class debates. Student note takin Vocabulary drills Test on propositic Brain teasers.
Analogy and probable inference.	1 week	Teacher lecture an argument and appra Student note takin Group reporting. Test on analogy an Brain teasers.
Casual connections. Mill's methods of experimental inquiry.	1 week	Teacher lecture an cause, criticism a Mills method. Student note takin Vocabulary drills Writing proofs. Test on casual con methods of experim Brain teasers.
Science and hypothesis	2 weeks	Teacher lecture an values, explanatio and classification Note taking by stu Library research Writing proofs. Group debates. Test on science an Brain teasers.

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	1 week	Teacher lecture and discussion on quantification and a syllogistic inference. Class debates. Student note taking. Vocabulary drills and quizzes. Test on propositional functions. Brain teasers.
rence.	1 week	Teacher lecture and discussion on argument and appraising. Student note taking. Group reporting. Test on analogy and probable inference Brain teasers.
's	1 week	Teacher lecture and discussion on cause, criticism and vindication of Mills method. Student note taking. Vocabulary drills and quizzes. Writing proofs. Test on casual connections. Mill's methods of experimental inquiry. Brain teasers.
	2 weeks	Teacher lecture and discussion on values, explanations, experiments, and classification. Note taking by students. Library research Writing proofs. Group debates. Test on science and hypothesis Brain teasers.

SUBJECT: Logic and Semantics (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTI
Probability.	1 week	Teacher I alternati Student r Work exer Test on p Post test

MATERIALS OF INSTRUCTION

Adler, Irving, Logic for Beginners, John Day Co., 1964
Arnold, B.H., Logic and Boolean Algebra, Prentice-Hall, Inc., 1962
Brennan, Joseph, A Handbook of Logic, Harper & Row, 1961
Chase, Stuart, Guides to Straight Thinking, Harper & Row, 1956
Church,
Holmes,
LeBlanc,
Lieber, Lillian, Mits, Wits, & Logic, W.W. Norton & Co., Inc., 1960
Ruby,
Russell,
Schneider,
Suppes, Patrick, First Course in Mathematical Logic, Blaisdell Publishing Co., 1964

and Semantics (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	1 week	Teacher lecture and discussion on alternative conceptions. Student note taking. Work exercises. Test on probability. Post test on logic and semantics.

Beginners, John Day Co., 1964
oolean Algebra, Prentice-Hall, Inc., 1962
ok of Logic, Harper & Row, 1961
Straight Thinking, Harper & Row, 1956

ts, & Logic, W.W. Norton & Co., Inc., 1960

urse in Mathematical Logic, Blaisdell Publishing Co., 1964

SUBJECT: Humor, Satire, Parody
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: 18 weeks

GOALS	OBJECTIVES - SELECTED	EVALU
Long Range - Timeless	Knowledge - Skills - Attitudes	Instr
To develop the student's faculty for understanding, appreciating, and expressing himself in various forms of humor.	Demonstrates a working understanding of the vocabulary of humor as it applies to this course by achieving an acceptable percentage on a teacher-made test and by incorporating these words into class discussion.	Teacher-ma discussion servations tion of te
To provide the student with vehicles for laughter as an enjoyable form of emotional release.	Traces in a written essay major elements and styles of humor through the ages, pointing out any significant changes at given times in history.	Written es research, trates any that have
To allow students to become aware of the differences in types and purposes of humor so they can act thoughtfully and appropriately in social situations.	Identifies and analyzes in class discussion, to a teacher-acceptable level, selected readings, the major cultural elements of which influence ethnic humor.	Teacher ev cussion in contribute level, to cultural e
To develop through humor the student's faculty for understanding his fellow man.	Analyzes in a written essay of not more than 5 pages major psychological aspects of a given work of humor. Paper will be based upon library research and will adhere to teacher-acceptable level to dictates of usages, mechanics, and form.	Teacher ev upon libra psychologi work of hu based upon and form.
To develop through humor the student's awareness of himself as a social being.	Compares in short paragraphs roles played by emotion from a) point of view of "receiver" b) point of view of "sender" in given humorous situations.	Teacher ev comparing "receiver" tions, eva acceptable

Satire, Parody
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	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
faculty ciating, and rious forms	Demonstrates a working understanding of the vocabulary of humor as it applies to this course by achieving an acceptable percentage on a teacher-made test and by incorporating these words into class discussion.	Teacher-made test; written and oral discussion of terms; teacher's observations of student's incorporation of terms into his vocabulary.
ith vehicles able form	Traces in a written essay major elements and styles of humor through the ages, pointing out any significant changes at given times in history.	Written essay, based upon library research, in which student illustrates any major differences in humor that have occurred thoughout history.
ome aware pes and y can act iately in	Identifies and analyzes in class discussion, to a teacher-acceptable level, selected readings, the major cultural elements of which influence ethnic humor.	Teacher evaluation of class discussion in which 80% of students contribute, to a teacher-acceptable level, to listing and analysis of cultural elements in ethnic humor.
the derstanding	Analyzes in a written essay of not more than 5 pages major psychological aspects of a given work of humor. Paper will be based upon library research and will adhere to teacher-acceptable level to dictates of usages, mechanics, and form.	Teacher evaluation of essay based upon library research of major psychological aspects of a given work of humor. Evaluation will be based upon content, usage, mechanics and form.
the student's a social being.	Compares in short paragraphs roles played by emotion from a) point of view of "receiver" b) point of view of "sender" in given humorous situations.	Teacher evaluation of short paragraphs comparing roles of "sender" and "receiver" in given humorous situations, evaluation based upon teacher acceptable level of form and content.

SUBJECT: Humor, Satire, Parody (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALU
Long - Range - Timeless	Knowledge - Skills - Attitudes	Instr
	Identfies and explains various major forms of humor (satire, pun, parody, comedy) from given examples presented by teacher.	Teacher ma identify a evident in in test.
	Gives oral presentation to class which analyzes a given form of humor from a student selected work.	Oral prese analyzes e selected w
	Analyzes the role of figurative language as elements of humor in given works.	Teacher ev participat which 50% to analysi in humor.
	Demonstrates use of humor as a persuasive device by either a skit, recording, or poster to a teacher acceptable level.	Teacher ev
	Demonstrates to a teacher acceptable level based upon individual evaluation competency in use of standard essay form and techinques commensurate with his level in school.	Teacher ev upon stude teacher ac
	Presents to the teacher and the class, either orally or in writing an original work following one of the major forms of humor (puns, parody, slapstick, force, comedy, satire, cartoons, etc.) to a teacher acceptable level.	Teacher an sentation amusement.

Parody (Cont.)

OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
Identfies and explains various major forms of humor (satire, pun, parody, comedy) from given examples presented by teacher.	Teacher made test in which students identify and explain forms of humor evident in given examples presented in test.
Gives oral presentation to class which analyzes a given form of humor from a student selected work.	Oral presentation in which student analyzes elements of humor in student selected work.
Analyzes the role of figurative language as elements of humor in given works.	Teacher evaluation individuals participation in class discussion in which 50% of students will contribute to analysis of figurative language in humor.
Demonstrates use of humor as a persuasive device by either a skit, recording, or poster to a teacher acceptable level.	Teacher evaluation of presentation.
Demonstrates to a teacher acceptable level based upon individual evaluation competency in use of standard essay form and techinques commensurate with his level in school.	Teacher evaluation of essays based upon student-teacher conferences and teacher acceptable standards.
Presents to the teacher and the class, either orally or in writing an original work following one of the major forms of humor (puns, parody, slapstick, force, comedy, satire, cartoons, etc.) to a teacher acceptable level.	Teacher and class evaluation of presentation based upon degree of amusement.

SUBJECT: Humor, Satire, Parody (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES A
Introduction to course Vocabulary of Humor	1 week	Lecture, Teacher- Discuss range of examples.
Humor Through the Ages	2 weeks	Lecture, read stu amples of humor f library research.
Ethnic Humor	1 week	Class discussion, gathered examples
The Psychology of Humor	2 weeks	Library research, discussion. Pape
Uses of Humor	2 weeks	Oral presentation discussion, skits
Forms of Humor	(10 weeks)	Oral Presentation
a) Comedy	2 weeks	Readings from tex When Comedy Was K
b) Farce	1 week	Farce: Lecture,
c) Satire	3 weeks	Lecture, discussi texts, movie: Dr
d) Parody	1 week	Readings from tex parody.
e) Non-Verbal	1 week	Lecture, class di bring in examples to present to cla

MATERIALS OF INSTRUCTION

Materials: Three Plays: Wilder
Mad Magazine
My Life and Hard Times - Thurber

Films:
When Comedy Was King
Dr. Strangelove

Filmstrip: American H

Supplementary: Extens
outs a

Parody (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	1 week	Lecture, Teacher-made study sheets. Discuss range of humor with examples.
	2 weeks	Lecture, read study sheets of examples of humor from earliest times - library research. Essay due.
	1 week	Class discussion, lecture, student gathered examples, text.
	2 weeks	Library research, lecture, class discussion. Paper due.
	2 weeks	Oral presentation, lecture, class discussion, skits.
	(10 weeks) 2 weeks 1 week 3 weeks 1 week	Oral Presentation Readings from texts: Wilder movie: When Comedy Was King Farce: Lecture, Skits, Text. Lecture, discussion, readings from texts, movie: Dr. Strangelove Readings from text, essay utilizing parody.
	1 week	Lecture, class discussion, students bring in examples of non verbal humor to present to class.

Wilder

rd Times - Thurber

Films:
When Comedy Was King
Dr. Strangelove

Filmstrip: American Humorists

Supplementary: Extensive use of teacher handouts and T.V. programs

SUBJECT: Shakespeare
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS:
TIME FRAME: One Semester

GOALS Long - Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUAT Instrum
To guide the student in developing a moral, psychological and political as well as esthetic sensitivity.	Identifies the conventions of the theatre of Shakespeare's time - in particular with the Globe Theatre.	Teacher devi
To develop awareness in the student of what the work evokes in the reader regarding the human condition.	Knows the main historical aspects of the Elizabethan Age.	Teachers dev
To help the student discover his own uniqueness and also to show him his deep personal obligations to his fellow human beings.	Knows the content of some of Shakespeare's works in areas of tragedy, comedy and history as well as some of the sonnets and poems.	Perfection f
To give the students the experience of listening to and participating in the oral reading of Shakespeare's works.	Identifies the speaker and play of quotations that reveal Shakespeare's brilliant use of language.	Students wil lines memori enjoyed, of cultural act relate to th
To help students understand why Shakespeare was a playwright who was "not of an age, but for all time."	Writes brief papers which reveal an understanding and awareness of some of the more powerful human emotions that play like lightning over the landscape of Shakespeare's plays, and which reveal as well insight into human motivation (example: Discuss Iago's belief that the sole motive of all action is self-interest) and human relationships.	Teacher shal type which p standing of

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	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
eveloping d political tivity.	Identifies the conventions of the theatre of Shakespeare's time - in particular with the Globe Theatre.	Teacher devised Pre/post Test.
he student n the n condition.	Knows the main historical aspects of the Elizabethan Age.	Teachers devised Pre/post Test.
ver his o show igations s.	Knows the content of some of Shakespeare's works in areas of tragedy, comedy and history as well as some of the sonnets and poems.	Perfection form Test.
experience cipating akespeare's	Identifies the speaker and play of quotations that reveal Shakespeare's brilliant use of language.	Students will keep personal records of lines memorized, of lines particularly enjoyed, of oral reports given and of cultural activities attended which relate to the class, if any.
nd why ut who or all	Writes brief papers which reveal an understanding and awareness of some of the more powerful human emotions that play like lightning over the landscape of Shakespeare's plays, and which reveal as well insight into human motivation (example: Discuss Iago's belief that the sole motive of all action is self-interest) and human relationships.	Teacher shall evaluate papers of essay type which probe the students' understanding of the literary selections.

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SUBJECT: Shakespeare (Cont.)

GOALS Long - Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION Instrument
	Identifies and uses vocabulary of literary criticism selections	Pre/post test.
	In writing to teacher level of acceptance analyzes Shakespearean play in terms of literary techniques: figurative language, puns, irony, recognition, and mistaken identity.	Teacher test. Teacher observa incorporating t repertoire.

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES
Elizabethan Age	1 1/2 week	Note taking, or discussion of m
Elizabethan Theatre		Role playing fo
Histories - Richard II, Richard III, Henry IV (I)	7 weeks	Matching exerci Teacher test
Tragedies - Othello	3 weeks	
Comedies - The Tempest, The Taming Of The Shrew	5 weeks	
Sonnets & Poems	1 week	
Vocabulary of Literary criticism	1/2 week	Standardized te Bulletin Board,

ont.)

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
	Identifies and uses vocabulary of literary criticism selections	Pre/post test.
	In writing to teacher level of acceptance analyzes Shakespearean play in terms of literary techniques: figurative language, puns, irony, recognition, and mistaken identity.	Teacher test. Class discussion. Teacher observation of students incorporating terms into his verbal repertoire.

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	1 1/2 week	Note taking, oral reading and discussion of material
		Role playing for Elizabethan Theatre
	7 weeks	Matching exercises - oral and written Teacher test
	3 weeks	
he	5 weeks	
	1 week	
iticism	1/2 week	Standardized tests, Book review, Bulletin Board, Mini Projects
	,	

SUBJECT: Shakespeare (Cont.)

MATERIALS OF INSTRUCTION

Texts: Folger Library

Richard II
Richard III
Henry IV, Part I
Othello
The Tempest
The Taming of the Shrew

Films: "Richard III"

Filmstrips, Records

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SUBJECT: The Bible as Literature
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: One year

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION Instrument
To increase knowledge of the content and nature of Biblical literature.	Reading: Interprets passages in the light of their complete textual and cultural contexts.	Precis evaluate determine abili ideas.
To improve and enrich the communicative skills (listening, speaking, reading, and writing).		Written critiqu evaluated by te
To stimulate more mature and productive thought processes.	Demonstrates competency in the handling of Biblical literary texture: i.e. concepts, figures of speech, symbols, idioms, and imagery.	Pre/Post test o textual criteri
To cultivate a deeper sensitivity for human values.		Written and ora ability to iden from actual pas
To release creative potential and instill an appreciation for creative expression.	Understands the diversity of literary genre in the Bible and can discriminate between their likenesses and differences.	Pre/Post test t discriminate an
	Research: Comprehends the impact of Biblical content on English literature and Western Civilization.	Research papers evaluated by te
		Post unit test of lecture cont compilation.
	Recognizes the unique processes and historical influences by which Judeo-Christian literature was originated, authored, compiled, edited, preserved, canonized, and translated into an understandable entity for modern men.	Pre/Post test t gained in the p development.
		Research papers determine in de specific proces

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ible as Literature
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	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
the blical	Reading: Interprets passages in the light of their complete textual and cultural contexts.	Precis evaluated by teacher to determine ability to condense to core ideas. Written critiques to be corrected and evaluated by teacher.
e stening, riting).		
and ses.	Demonstrates competency in the handling of Biblical literary texture: i.e. concepts, figures of speech, symbols, idioms, and imagery.	Pre/Post test on interpretive contextual criteria. Written and oral exercises to determine ability to identify textural entities from actual passages.
n- s.		
ntial ion for	Understands the diversity of literary genre in the Bible and can discriminate between their likenesses and differences.	Pre/Post test to determine ability to discriminate and identify genras.
	Research: Comprehends the impact of Biblical content on English literature and Western Civilization.	Research papers on selected topics evaluated by teacher. Post unit test to determine retention of lecture content survey taking and compilation.
	Recognizes the unique processes and historical influences by which Judeo-Christian literature was originated, authored, compiled, edited, preserved, canonized, and translated into an understandable entity for modern men.	Pre/Post test to determine knowledge gained in the processes of biblical development. Research papers and panel report to determine in depth understanding of specific processes.

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SUBJECT: The Bible as Literature (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SE Instrumentation
	Assimilate the essential facts that comprise the history of the Jewish people as it pertains to a better understanding of the Bible.	Book reviews evaluat Pre/Post unit test d knowledge gained. Research papers on s determine specific i
	Knows for purposes of cross referencing, comparing, synthesizing, and the like the format (divisions and books) of the Bible.	Pre/Post unit test. Drill and review gam increase in look-it-
	Collates divergent materials and scholarly opinion to formulate original, considered, and critical judgements.	Full blown research topics evaluated by
	Listening & Speaking: Synthesizes opposing viewpoints and biases in a spirit of tolerance and with an open mind.	Debates in which par evaluated by teacher
	Presents views in well structured and articulated oral expression.	Panel and oral repor teacher.
	Demonstrates the ability to focus his mental capacity on his audio monitoring.	Group discussion, ra
	Writing: Develops an individual and appealing style.	Teacher evaluation o writing, research pa reviews, etc.
	Composes compositions in which logical organization, thought continuity, and paragraph development contribute to clear, more coherent communication.	

Bible as Literature (Cont.)

OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
Assimilate the essential facts that comprise the history of the Jewish people as it pertains to a better understanding of the Bible.	Book reviews evaluated by teacher. Pre/Post unit test determine over all knowledge gained. Research papers on selected topic determine specific in depth learning.
Knows for purposes of cross referencing, comparing, synthesizing, and the like the format (divisions and books) of the Bible.	Pre/Post unit test. Drill and review games to determine increase in look-it-up skill.
Collates divergent materials and scholarly opinion to formulate original, considered, and critical judgements.	Full blown research papers on selected topics evaluated by teacher.
Listening & Speaking: Synthesizes opposing viewpoints and biases in a spirit of tolerance and with an open mind.	Debates in which participation is evaluated by teacher.
Presents views in well structured and articulated oral expression.	Panel and oral reports evaluated by teacher.
Demonstrates the ability to focus his mental capacity on his audio monitoring.	Group discussion, rapping.
Writing: Develops an individual and appealing style.	Teacher evaluation of essays, creative writing, research paper, critiques, reviews, etc.
Composes compositions in which logical organization, thought continuity, and paragraph development contribute to clear, more coherent communication.	

SUBJECT: The Bible as Literature (Cont.)ed

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - Instrumentat
	Writing: Proofreads and revises manuscripts so detracting mechanical errors are eliminated. Writes with equal ease in both scholarly creative modes.	
	Thinking: Develops, formulates independent thoughts Applies the tests of logic and consistency to his own and others' ideas. Demonstrates skill in surveying possibilities and problem solving.	Multimedia proje teacher for crea thought processe Written oral exp critical and ind is evaluated by

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES
Orientation and diagnostic pretesting.	2 weeks	Lecture - discus Explanation of c assignments, and
Introduction to possible approaches to Biblical study.	2 weeks	Guest speakers. discussions or g essays - debates
A historical study of the process by which ancient Biblical writings began as oral tradition and culminated in modern printed translations.	2 weeks	Research assignm lecture - discus panel reports. book reviews.
Broad survey of books and divisions of the Bible.	3 weeks	Written and oral drill review gam

ible as Literature (Cont.)ed

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
	Writing: Proofreads and revises manuscripts so detracting mechanical errors are eliminated. Writes with equal ease in both scholarly creative modes.	
	Thinking: Develops, formulates independent thoughts Applies the tests of logic and consistency to his own and others' ideas. Demonstrates skill in surveying possibilities and problem solving.	Multimedia projects evaluated by teacher for creative problem solving thought processes. Written oral expressions in which critical and independent thought is evaluated by teacher.

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
c	2 weeks	Lecture - discussion - tests. Explanation of course outlines, assignments, and projects.
udy.	2 weeks	Guest speakers. Question and answer discussions or group interviews. Tests essays - debates.
process adi- ns.	2 weeks	Research assignments - library visits - lecture - discussion - oral reports - panel reports. Tests - essays - book reviews.
	3 weeks	Written and oral exercises - lectures - drill review games - tests.

SUBJECT: The Bible as Literature (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EX
Broad survey of literary genras in the Bible.	3 weeks	Study fill-in sheets - oral exercises - lectu tests. Book reviews.
A comparative study of styles and literary textures in the various Biblical writings.	4 weeks	Lectures - panel report and oral exercises - ob sheets - written analys reports.
A historical study of the Jewish nation of Biblical times.	3 weeks	Study sheets - library written and oral report Tests. Lecture - discu
An in-depth study to Old Testament Narratives.	4 weeks	Multimedia presentation discussion - Nalytical group and individual pr exams.
An in-depth study of Biblical poetry-the Psalms.	3 weeks	Illustrated notebooks - reading and pictures an lectures - test - discu
An in-depth study of the aphoristic literature in the Bible - Proverbs, Ecclesiates, and the Sermon on the Mount.	3 weeks	Posters / banners illus aphorisms in artistic m lectures and discussion exams.
An in-depth study of the parables of Jesus.	4 weeks	Discussion - artistic p exams.

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
genras	3 weeks	Study fill-in sheets - written and oral exercises - lecture - discussion - tests. Book reviews.
yles the .	4 weeks	Lectures - panel reports - written and oral exercises - observation sheets - written analysis - panel reports.
	3 weeks	Study sheets - library visits - written and oral reports. Book reviews. Tests. Lecture - discussion.
	4 weeks	Multimedia presentations - lecture discussion - Nalytical work sheets - group and individual projects. Essays exams.
ical	3 weeks	Illustrated notebooks - multimedia reading and pictures and sound tracks lectures - test - discussion.
he lates, nt.	3 weeks	Posters / banners illustrating Biblical aphorisms in artistic modes - Topical lectures and discussions - surveys - exams.
	4 weeks	Discussion - artistic presentations - exams.

SUBJECT: The Bible as Literature (Cont.)

MATERIALS OF INSTRUCTION

The King James Edition of the Bible (Main text book)
(Some of the books on reserve in the library)
Norman K. Gotwald, A Light to the Nations, Harper and Brothers, 1959
Richard Heard, An Introduction to the New Testament, Harper and Brothers, 1950
Hymarx, An Outline to the Old Testament, Student Outline Co., 1930
Hymarx, An Outline to the New Testament, Student Outline Co., 1930
(Many more books will be added to this as new sources are tapped.

SUBJECT: Supernatural Literature and Communication
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: Semester

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVAL Inst
To improve, reinforce and enrich the basic communicative skills.	Demonstrates acceptable level in composition, oral skills and mechanics.	Pre/Post compositi mechanics
To increase knowledge of the content and nature of Supernatural Literature.	Recognizes and uses the vocabulary of the supernatural to teacher acceptable level.	(Pre/Post stories,
To encourage natural curiosity concerning matters which appear beyond human power of explanation.	Develops and applies skills in cross reference and research to teacher acceptable level.	Drills an of library (Pre/Post
To encourage critical analysis of non-sectarian supernatural beliefs.	Demonstrates competency in semantics (slanting, connotation, denotation etc.).	Pretest o written a
To encourage reading of all forms (drama, stories, poetry).	Researches and prepares a major written report on one specific occult topic (free choice.)	Post test in semant
To develop perceptive, critical thinking and reading.	Critically analyzes and explicates representative authors from 14th - 20th century who have dealt with supernatural themes (Concepts, symbols, figurative language, imagery) to teacher acceptable level.	Teacher e Suggested tarot car etc.
		Pretest o (figurati critical sh_p, etc.
		Post test compositi

natural Literature and Communication
graded
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ter

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
enrich kills.	Demonstrates acceptable level in composition, oral skills and mechanics.	Pre/Post test on elements of composition, oral skills, mechanics and punctuation.
the content l	Recognizes and uses the vocabulary of the supernatural to teacher acceptable level.	(Pre/Post test) on vocabulary from stories, texts and teacher lectures.
osity appear lanation.	Develops and applies skills in cross reference and research to teacher acceptable level.	Drills and games utilizing use of library reference materials. (Pre/Post test on library skills.)
lysis of l	Demonstrates competency in semantics (slanting, connotation, denotation etc.).	Pretest on semantic terminology of written and oral reports.
ll forms	Researches and prepares a major written report on one specific occult topic (free choice.)	Post test to discern improvement in semantics.
itical	Critically analyzes and explicates representative authors from 14th - 20th century who have dealt with supernatural themes (Concepts, symbols, figurative language, imagery) to teacher acceptable level.	Teacher evaluation of research topics. Suggested: alchemy, magic, witches, tarot cards, numerology, phrenology, etc. Pretest on literary terminology (figurative language) and modern critical terms (function, relationship, etc.) Post test utilizing terminology in composition form.

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SUBJECT: Supernatural Literature and Communication (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATI Instrume
To increase knowledge of individual and human foibles. To increase individual self-awareness by developing a philosophy concerning the relevance of the supernatural in the modern age. To expand perceptions, imagination and creativity.	Discovers and knows the relationship between supernatural matters and science, mathematics, basic logic and other tools of human understanding to teacher acceptable level. Analyzes own character and personality in relation to what astrologers, palmists and fortune tellers have to say. Develops and presents a creative project (story, play, collage, mobile, etc.) relating to the supernatural by developing capacity for independent study.	Teacher evalu reports, and (Pretest on b Post test to Utilizes astr fortune telli and acceptabl sonality (and Teacher and c To evaluate s independent s in time allot

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITI
Questionnaires and orientation to subject matter.	1 week	Completes que apparent atti natural and w
Viewing, discussing and analyzing a variety of short stories and films related to the general studies of the supernatural.	3 weeks	Written evalu of ideas pres
Library research on individual types, guest speakers on astrology, palmistry and fortune telling.	1 1/2 week	Specific use "supernatural board, water pathy and ex

natural Literature and Communication (Cont.)

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
individual lf- philosophy of the n age. agination	Discovers and knows the relationship between supernatural natters and science, mathematics, basic logic and other tools of human understanding to teacher acceptable level.	Teacher evaluation of library reports, and panel discussions. (Pretest on basic superstitions. Post test to record changes.)
	Analyzes own character and personality in relation to what astrologers, palmists and fortune tellers have to say.	Utilizes astrological readings, fortune telling, personal analysis and acceptable psychological personality (and/or vocational) test.
	Develops and presents a creative project (story, play, collage, mobile, etc.) relating to the supernatural by developing capacity for independent study.	Teacher and class evaluation of projects. To evaluate student capacity for independent study - i.e. work produced in time alloted, teacher evaluation.

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
ation	1 week	Completes questionnaire and discusses apparent attitudes toward supernatural and witchcraft.
nalyzing and ral studies	3 weeks	Written evaluation and exploration of ideas presented.
idual strology, ling.	1 1/2 week	Specific use of devices used in "supernatural" world such as ouija board, water witching, mental telepathy and extrasensory perception.

SUBJECT: Supernatural Literature and Communication (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND
Vocabulary, dictionary, and reference work (done at various times throughout semester)	3 weeks	Word and reference g and solve anacrostic supernatural subject
Analyze ghost stories, plays and operas dealing with reincarnation, predetermination (both for supernatural elements and as critical analysis).	4 weeks	Records, film strips cussions, class disc
Unit on witchcraft and magic, medieval concepts, church heresy, practice of witchcraft.	6 weeks for total program	"Crucible" - music - symphonies. Guests magic and elements o
Relationship of witchcraft to voodooism, pinsticking, evil spells, burning in effigy.		Perform a few of the of magic and witchcr time with "ring in t
Evaluation of course.	1/2 week	Student-teacher eval questionnaires.)

#ED 185

MATERIALS OF INSTRUCTION

Gibson & Gibson, The Complete Illustrated Book of the Psychic Sciences, Pocket Books, 1969
Hill & Williams, The Supernatural (Signet) 1965.

Selections:

Arthur, Monster Mix (Deli, 1968)
Cerf, Famous Ghost Stories (Vintage, 1944)
Hoopes, Speak of the Devil (Dell, 1967)
Lovecraft, the Dunivich Horror (Lancer, 1969)
Ward, Black Magic (Dell, 1968)

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rnatural Literature and Communication (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
nd reference nes throughout	3 weeks	Word and reference games - create and solve anacrostic puzzles on supernatural subjects.
lays and carnation, or super- critical	4 weeks	Records, film strips, panel discussions, class discussions and essays.
agic, n heresy,	6 weeks for total program	"Crucible" - music - operas and symphonies. Guests to demonstrate magic and elements of witchcraft.
ft to evil spells,		Perform a few of the rites and rituals of magic and witchcraft i.e. telling time with "ring in the glass."
	1/2 week	Student-teacher evaluation (forms, questionnaires.)

plete Illustrated Book of the Psychic Sciences, Pocket Books, 1969
ernatural (Signet) 1965.

(Dell, 1968)
Stories (Vintage, 1944)
e Devil (Dell, 1967)
vich Horror (Lancer, 1969)
Dell, 1968)

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SUBJECT: Supernatural Literature and Communication (Cont.)

MATERIALS OF INSTRUCTION

Other Selections from: Poe, Hawthorne, Irving, Bierce, O. Henry, S.V. Benet, Bradbury, Dickens
Shakespeare, Coward, Miller, H. James, and Ira Levin and Jovita Gonzale
Edward Cayce.

Operas: Faust (Gounod)
Menotti (The Medium)
Mozart (Don Giovanni)

Symphonies: Berlioz (Fantastic S
Dukas (Sorcerer's Ap

Films: Selected Films

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oe, Hawthorne, Irving, Bierce, O. Henry, S.V. Benet, Bradbury, Dickens, Wells, Marlowe, hakespeare, Coward, Miller, H. James, and Ira Levin and Jovita Gonzales, James Dixon, dward Cayce.

Symphonies: Berlioz (Fantastic Symphony)
Dukas (Sorcerer's Apprentice)

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186A

SUBJECT: World Literature
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: 1 year course

GOALS Long - Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATIO Instrume
To expose the student through meaningful themes to the range and variety of the world's great literature.	Write an essay of either analysis or comparison & contrast based upon each of the major themes covered in the text (see course description) in which the student adheres to the conventions of standard English.	Teacher eva usage and Composition
To develop in the student an appreciation for man and his literature.	Write a major paper (5 pages) each semester, adhering to the dictates of standard form and techniques in which the student presents and defends a thesis.	Teacher eva b) support research pa to students
To allow and to encourage students to explore, as their own interests dictate, meaningful questions of man's position in the universe.	Demonstrates proficiency in library and research skills in researching information in defense of a thesis.	Pretest and with which resources f
To provide a foundation in not only great literary themes and their variations, but in the philosophical premises on which they are based.	Give to the class an oral presentation based on literature or ideas encountered in readings.	Teacher eva tion based and depth o
To encourage the student to examine his own values in relation to the values expressed in works read.	Identifies major trends of philosophy expressed in works read in course.	Teacher mad
To understand not only those areas in which the universality of man dominates, but those areas enriched by individual differences.	Points out orally or in writing any significant aspects of the author's lives as they bear upon their artistic expression.	Oral or wri

terature
ed

ourse

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation - Assessment
ough range great	Write an essay of either analysis or comparison & contrast based upon each of the major themes covered in the text (see course description) in which the student adheres to the conventions of standard English.	Teacher evaluation based upon content, usage and mechanics (Indio High School Composition, Guide).
an is	Write a major paper (5 pages) each semester, adhering to the dictates of standard form and techniques in which the student presents and defends a thesis.	Teacher evaluation based upon a) thesis b) support of thesis c) conventional research paper form (to be handed out to students), and d) style.
students nterests ons of erse.	Demonstrates proficiency in library and research skills in researching information in defense of a thesis.	Pretest and post test; effectiveness with which student utilizes library resources for assigned work.
not and their losophical based.	Give to the class an oral presentation based upon literature or ideas encountered in readings.	Teacher evaluation of oral presentation based upon delivery, content, and depth of thought.
o examine to the read.	Identifies major trends of philosophy expressed in works read in course.	Teacher made test; class discussion.
e areas of man enriched	Points out orally or in writing any significant aspects of the author's lives as they bear upon their artistic expression.	Oral or written report.

SUBJECT: World Literature (Cont.)

GOALS Long - Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALU Instr
To develop, enrich, and reinforce communication skills, written and oral.	Trace in written essay historical, cultural, philosophical influences on given works of literature read.	Essay - a) styl
	Identifies and explains orally significant uses of figurative language in a given work.	Oral re evaluat
	Displays a working understanding of the vocabulary of a) literature b) criticism c) philosophy as it applies to this course of studies.	Teacher discuss observa tion of when di
	By achieving an acceptable percentage on a teacher made test and by incorporating these words into class discussion.	Arrange evaluati written mentary unit th
	Selects on his own two outside readings from suggested works relating to one of the major themes in the course: Hate, Love, Justice, Truth, etc.	Essay i compreh studies
	Assesses in writing any modification or reinforcement of students' values effected by contact with class.	

e (Cont.)

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation - Assessment
einforce cten and	Trace in written essay historical, cultural, philosophical influences on given works of literature read.	Essay - evaluation based upon a) style b) organization c) content.
	Identifies and explains orally significant uses of figurative language in a given work.	Oral recitation in class - teacher evaluation.
	Displays a working understanding of the vocabulary of a) literature b) criticism c) philosophy as it applies to this course of studies.	Teacher made test; written or oral discussion of terms; teachers observation of student's incorporation of terms into his vocabulary when discussing these areas.
	By achieving an acceptable percentage on a teacher made test and by incorporating these words into class discussion.	Arranged individually for either evaluation by oral presentation or written paper. (Test lists supplementary readings centering about unit themes.
	Selects on his own two outside readings from suggested works relating to one of the major themes in the course: Hate, Love, Justice, Truth, etc.	Essay in which student clearly and comprehensively analysis effect of studies on his concept of values.
	Assesses in writing any modification or reinforcement of students' values effected by contact with class.	

SUBJECT: World Literature (Cont.)

GOALS Long - Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - S Instrumentatio

Materials to be used

Text: Themes in World Literature, Houghton Mifflin & Co.
Required supplementary reading:

The Iliad, Homer
The Orestia, Aeschylus
Billy Budd, Foretopman, Melville
The Idiot, Dostoevesky
Othello, Shakespeare
Portrait of An Artist, Joyce

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND
Introduction to western literature and thought	2 weeks	Lecture - study s record.
The questions of truth	4 weeks	Readings from tex discussion. Essa aspect of truth f
Facts & free will Introduction to research paper.	4 weeks	Movie: Oedipus T discussion - Essa of man's will, li
The meaning of greatness	4 weeks	Readings from tex essay on greatnes The Iliad. Libra
Good & evil	4 weeks	1st semester pape class discussion.

ure (Cont.)

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation - Assessment

erature, Houghton Mifflin & Co.
ing:

us
an, Melville
ky

t, Joyce

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	2 weeks	Lecture - study sheets - filmstrip & record.
	4 weeks	Readings from text; lecture, class discussion. Essay dealing with aspect of truth from readings.
	4 weeks	Movie: Oedipus The King, class discussion - Essay dealing with aspect of man's will, library research.
	4 weeks	Readings from text, class discussion, essay on greatness, outside book The Iliad. Library work.
	4 weeks	1st semester paper due (last weeks class discussion.) Library work.

SUBJECT: World Literature (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND
The nature of justice	4 weeks 2nd Semester	Outside readings: Class discussion, justice, group di
Man and nature	3 weeks	Lecture, discussi
Love and hate	4 weeks	Oral report, essa Othello.
The question of identity	5 weeks	2nd semester pape identity, lecture of An Artist.

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
4 weeks 2nd Semester	Outside readings: Billy Budd, Orestia. Class discussion, lecture, essay on justice, group discussion.
3 weeks	Lecture, discussion.
4 weeks	Oral report, essay, lecture, library, Othello.
5 weeks	2nd semester paper due; essay on identity, lecture, films, Portrait of An Artist.

SUBJECT: Creative Writing
GRADE LEVEL: 9, 10, 11, 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One semester

GOALS	OBJECTIVES - SELECTED	EVALUATION
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumenta
To cultivate powers of observation, imagination and reflection. To develop an individual style of expression. To gain an appreciation of form and style in various types of literature. To develop the skill of listening.	To increase analytic skills through an examination of the styles of various writers and the mechanical and structural elements of several individual fictional works. To increase literary appreciation through an awareness of the problems involved in the creation of the literary work. To increase ability to express oneself on paper using the mode of the literary artist. To develop a distinct, personal, individual style of writing.	Textbook mo Teacher eva Punctuation Spelling Grammar

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES
Descriptive and Narrative Writing Stress on denotation, connotation, sensory impressions. Classroom description - audio and visual. Descriptive writing of classroom.	1 Week 3 Days	Required As Short sto basis. Structural and class Stylistic and class

riting
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er

	OBJECTIVES - SELECTED	EVALUATION - SELECTED
	Knowledge - Skills - Attitudes	Instrumentation or Assessment
rvation, yle of form and iterature. tening.	To increase analytic skills through an examination of the styles of various writers and the mechanical and structural elements of several individual fictional works. To increase literary appreciation through an awareness of the problems involved in the creation of the literary work. To increase ability to express oneself on paper using the mode of the literary artist. To develop a distinct, personal, individual style of writing.	Textbook models Teacher evaluation Punctuation Spelling Grammar

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
riting notation, dio and visual. ssroom.	1 Week 3 Days	Required Assignments Short story writing on individual basis. Structural suggestions by teacher and class. Stylistic suggestions by teacher and class.

SUBJECT: Creative Writing (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES
Description of campus	3 Days	Writing sev
Dialogue writing		Writing lit
Real dialogue	3 Days	or a short
Fictional dialogue		Writing an
Narrative writing	2 Weeks	Writing an
Identification of forms of creative verse, story, play, sketch, script, essay, and article	9 Weeks	vision scri Writing a p Planning an
Elements of style as an expression of personality		campaign Working on
Elements of structure and form	1 Week	student mag
Structural analysis of several short stories		Student's e observation
Techniques of revision	3 Days	Free unfoc
Techniques of criticism		Writing an
Standards of form and usage in literary writing	7 Days	an honest Conversatio
Grammatical principles which underlie clear and effective expression		Use of con a method c
Levels of usage and discriminating use of each		Teacher us which stud
Study skills and the techniques of reporting	1 Week	Bringing l freedom) f
		Pictures, p
		Use of art
		Picasso) t
		and real e
		and listen

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	3 Days	Writing several poems
	3 Days	Writing literary analysis of a poem, or a short story
		Writing an additional short story
	2 Weeks	Writing an original radio or television script
f creative , script, essay,		Writing a personal essay
	9 Weeks	Planning an original advertising campaign
xpression of		
		Working on editorial board for
form	1 Week	student magazine
veral short		Student's experience and direct observation
	3 Days	Free unfocused dissociational writing
		Writing anything, as long as it is an honest feeling idea
e in literary		
	7 Days	Conversation
ch underlie		Use of conversation, discussion as a method of gaining ideas
sion		
minating use		Teacher use of associational words which students react to
		Bringing levels of words (i.e., freedom) from abstract to concrete
iques of		
	1 Week	
		Pictures, poetry
		Use of art (i.e., "Guenerica" Picasso) to create mood vicarious and real experience through reading and listening

SUBJECT: Creative Writing (Cont.)

MATERIALS OF INSTRUCTION

Leavitt & Sohn, Stop, Look and Write , paperback - Bantam Pathfinder, 1968
Leavitt, The Writer's Eye, paperback - Bantam Pathfinder, 1968
West, William, On Writing by Writers,
Trapnel, Coles, Teleplay,
Rehder, Jessie, The Young Writer at Work,
Cassill, R. V., Writing Fiction,

SUBJECT: Writing Experience: The Essay
GRADE LEVEL: 9-12
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: One Semester

GOALS	OBJECTIVES - SELECTED	EVALUATIO
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumen
To provide training and experience in written expression To discover that writing is a way of thinking (not just a method of communication) To help the student become a better writer To improve the student's ability to say what he means To discover fun in writing and self-expression To open new avenues for information, enjoyment, and enrichment through the essay media.	To a teacher-acceptable level establish author's a) purpose b) point of view c) his language; appeal to emotions or to intellect Writes to a teacher-acceptable level an essay using professional essays as models. To a teacher-acceptable level achieves unity, coherence, emphasis; puts ideas in a "best" order Writes to a teacher-acceptable level an essay using professional essays as models To a teacher-acceptable level recognizes relationships of time, space, and cause and effect Writes to a teacher-acceptable level an essay using professional essays as models	Pretest: C t --Teacher-eva --Objective a --Student wri Teacher-eva Objective a Student wri Teacher eva and essay t Student wri

Experience: The Essay

ester

	OBJECTIVES - SELECTED	EVALUATION - SELECTED
	Knowledge - Skills - Attitudes	Instrumentation or Assessment
xperience is a way a method e a ability g and nforma- enrich- y media.	To a teacher-acceptable level establish author's a) purpose b) point of view c) his language; appeal to emotions or to intellect Writes to a teacher-acceptable level an essay using professional essays as models. To a teacher-acceptable level achieves unity, coherence, emphasis; puts ideas in a "best" order Writes to a teacher-acceptable level an essay using professional essays as models To a teacher-acceptable level recognizes relationships of time, space, and cause and effect Writes to a teacher-acceptable level an essay using professional essays as models	Pretest: Objective and essay questions to a professional essay --Teacher-evaluated discussion of essays --Objective and essay tests --Student written essay Teacher-evaluated discussion Objective and essay tests Student written essay Teacher evaluated discussion objective and essay tests Student written essay

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SUBJECT: Writing Experience: The Essay (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SE Instrumentatio
	To a teacher-acceptable level	Groups A, B, C - di
	a) draws inferences from a given set of facts	Objective test
	b) recognizes the language of distortion	Objective test
	c) recognizes assumptions based on evidence	Objective test
	Writes to a teacher-acceptable level an essay using professional essays as models	Teacher-evaluated e
		Student written ess
		Post test: Objecti professional essay Student-written ess

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXER
Study essays by good, professional writers		One reading of each idea
		A second, close ana essays
Types of essays:		
personal or familiar essay	3 weeks	Analysis of authors ideas in their writ
character sketch	2 weeks	Essay questions to
descriptive essay	2 weeks	Assignment of corre or information gath readings
philosophic essay	3 weeks	Constructive critic essay
editorial essay	2 weeks	Assignment of suppl author
		Analysis of word ch

ence: The Essay (Cont.)

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
	To a teacher-acceptable level	Groups A, B, C - discussions for each set of essays
	a) draws inferences from a given set of facts	Objective test
	b) recognizes the language of distortion	Objective test
	c) recognizes assumptions based on evidence	Objective test
	Writes to a teacher-acceptable level an essay using professional essays as models	Teacher-evaluated discussion Student written essay Post test: Objective questions to a professional essay Student-written essay

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
		One reading of each essay to grasp main idea
		A second, close analytical reading of same essays
ssay	3 weeks	Analysis of authors' means of projecting ideas in their writings
	2 weeks	Essay questions to selected essay for study
	2 weeks	Assignment of correlated projects (writing or information gathering to supplement readings
	3 weeks	Constructive criticism of each student's essay
	2 weeks	Assignment of supplemental essays by same author
		Analysis of word choice

SUBJECT: Writing Experience: The Essay (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AN
Author's purpose in writing		
Point of view	3 weeks	
Word choice, word order	1 week	
Opinion or fact	2 weeks	

MATERIALS OF INSTRUCTION

Basic text: Fears, Ann and Schachter, Norman, Experience Book 1, Steck-Vaughn Company, Austin

Supplementary: Composition: Models and Exercises, Books 9, 10, 11, Harcourt, Brace 1965
Newspapers
Magazines

Strunk, Jr., and White, Elements of Style, MacMillan Co.

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ience: The Essay (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
ting		
	3 weeks	
	1 week	
	2 weeks	
N		

and Schachter, Norman, Experience Book 1. Steck-Vaughn Company, Austin, Texas

tion: Models and Exercises, Books 9, 10, 11, Harcourt, Brace 1965
ers
es

Jr., and White, Elements of Style, MacMillan Co.

204A

SUBJECT: English III - MCL
GRADE LEVEL: 11
DEPARTMENT: English
SPECIFICATION: Required
TIME FRAME: One year

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION Instrumenta
To acquire a knowledge and appreciation of representative selections of American literature through diversified writing. To enlarge the students' faculty for critical discrimination in reading and listening. To prepare for further education through development of critical reasoning, correct writing, intelligent speech, and an extensive vocabulary. To gain a meaningful association of man and his literature, past and present.	Reading: Improve reading rate and comprehension; gain an understanding of development of American literature in order to recognize and analyze literary forms and to discuss American literature intelligently. Spelling and Vocabulary: Master words on regular word lists. Writing: Write short expository compositions which are clear and correct. Begin to develop an effective writing style. Thinking: Develop clear thought upon a subject in writing and speaking. Analyze and report on literary forms. Associate self in the world in the present and with the past.	Written tes Oral report Oral report Essays Group discu Daily and w Independent Oral report Research of Research of poetry, sho folklore

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
appreciation s of American ied writing. culty for reading and ation through soning, t speech, . ation of man d present.	Reading: Improve reading rate and comprehension; gain an understanding of development of American literature in order to recognize and analyze literary forms and to discuss American literature intelligently. Spelling and Vocabulary: Master words o regular word lists. Writing: Write short expository compositions which are clear and correct. Begin to develop an effective writing style. Thinking: Develop clear thought upon a subject in writing and speaking. Analyze and report on literary forms. Associate self in the world in the present and with the past.	Written tests Oral reports - subject and novels. Oral reports Essays Group discussions Daily and weekly assignments Independent assignments Oral reports Research of American authors Research of genre-American novel, poetry, short story, and American folklore

SUBJECT: English III - MCL (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITI
The growth of American literature The colonial time The making of a nation The flowering of the East	1 Week 1 Week 2 Weeks	Lecture Group di oral rep
New England's Golden Day Transcendentalism at Concord The Cambridge poets	1 Week	Team tea Student
Growth and Conflict The advancing frontier The War between the States The post war West	1 Week	One-to-o (teacher Audio-vi
Time of change New directions in poetry New directions in prose	1 Week	Self ins
American literature in the modern world Novelists as social historians Twentieth century poetry	1 Week	
Form in literature Novel, poem, short story, essay, biography, drama Elements in writing referring to composition; style, point of view, satire, tone, atmosphere, irony, comedy, tragedy	2 Weeks	
Class study of the American novel Analysis of elements in form The total experience in fiction	2 Weeks 1 Week	

MCL (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
terature	1 Week	Lecture - teacher
	1 Week 2 Weeks	Group discussion, individual oral reports, panel discussions
	1 Week	Team teaching-writing techniques
ord		Student leader instruction
	1 Week	One-to-one instruction (teacher-student and student-student)
s		Audio-visual
	1 Week	Self instruction
e modern world rians	1 Week	
essay, bio-	2 Weeks	
ring to com- view, satire, comedy, tragedy		
an novel orm iction	2 Weeks 1 Week	

SUBJECT: English III - MCL (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITI
Modern American Literature	1 Week	Continue
Modern Fiction		preceding
Modern non-fiction	1 Week	see Curri
Modern Poetry	1 Week	
Modern drama	1 Week	
Sequential writing program (item teaching)	3 Weeks	
Expository writing	2 Weeks	
The longer composition	2 Weeks	
Outlining	3 Weeks	
Review of the English grammar and usage	1 Week	
Expository writing continued	1 Week	
Proofreading		
Method in revision of writing	2 Weeks	
Writing vocabulary study	1 Week	
Research paper	2 Weeks	
Literary criticism	1 Week	
Essays	2 Weeks	

MCL (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
e	1 Week	Continue with suggestions given on preceding page. For further details see Curriculum guide.
	1 Week	
	1 Week	
	1 Week	
n (item teaching)	3 Weeks	
	2 Weeks	
	2 Weeks	
	3 Weeks	
mmar and usage	1 Week	
ued	1 Week	
ting	2 Weeks	
	1 Week	
	2 Weeks	
	1 Week	
	2 Weeks	

SUBJECT: English III - MCL (Cont.)

MATERIALS OF INSTRUCTION

Early, James, Adventures in American Literature, Classic et al Harcourt, Brace & World, 1968
Corbin & Perrin, Guide to Modern English II, Foresman & Company, 1965
Warriner's English Grammar & Composition II, Scott, Foresman & Company, 1965
Miller, Ward S., Word Wealth, Holt, Rinehart & Co., 1967
Learning to Write, Smith, Paxton, Meserve
Mastering Parts of Speech, Continental Press
Reader's Digest
Dictionaries
Novels - American
Minnesota Press - Biographies of Americans
Audio-Visual Aids - Prepared color Transparencies

SUBJECT: English III - Honors
GRADE LEVEL: 11
DEPARTMENT: English
SPECIFICATION: Required
TIME FRAME: One year

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION Instrument
To acquire a knowledge and appreciation of representative selections of American literature through diversified writing. To enlarge the student's faculty of critical discrimination in reading and listening. To prepare for further education through development of critical reasoning, correct writing, intelligent speech, and an extensive vocabulary. To gain a meaningful association of man and his literature, past and present.	Language Usage: To write essays about literature or answers to definite questions with no fragments, syntactical errors, and using literary terminology. Literature: To recognize form; to analyze forms; to know the American heritage through its literary development; to relate the American literary heritage to England and Europe; to develop methods of analysis; to develop criteria for criticism; to learn American contributions to the development of literature; to place an author's works in a literary school; and to explore the "American Character" through its literature. Discussion: To discuss all of the above in literary terms. Writing: To make a thesis statement and support it in a sustained paper; to use inductive or deductive method in writing; to refer to special works when writing about literature; to paraphrase poetry; and to write critical discussions of poetry.	Written te Extensive Oral repo Research p Group disc Comparati Daily, we assignmen

III - Honors

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
d appre- selections rough faculty of n reading ucation itical g, intelligent vocabulary. ciation of ast and	Language Usage: To write essays about literature or answers to definite questions with no fragments, syntactical errors, and using literary terminology. Literature: To recognize form; to analyze forms; to know the American heritage through its literary development; to relate the American literary heritage to England and Europe; to develop methods of analysis; to develop criteria for criticism; to learn American contributions to the development of literature; to place an author's works in a literary school; and to explore the "American Character" through its literature. Discussion: To discuss all of the above in literary terms. Writing: To make a thesis statement and support it in a sustained paper; to use inductive or deductive method in writing; to refer to special works when writing about literature; to paraphrase poetry; and to write critical discussions of poetry.	Written tests Extensive individual assignments Oral reports Research paper Group discussions Comparative studies of authors Daily, weekly, and longer term assignments

SUBJECT: English III - Honors (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIE
Early American Literature Letters, diaries, journals Poetry Papers of state	1 Week	Research Panels ar Book Repo Essay
Real Literature Deism Romanticism Individualism	2 Weeks	Panels ar Research Book Repo Essay
New England's Golden Years Transcendentalism The Writers: Emerson; Thoreau; Longfellow; Lowell; Holmes; and Whittier	2 Weeks	Research Panels ar Book Repo Essay
Growth and Conflict The Frontier The War	2 Weeks	Research Panels ar Book Repo Essay
After the War	1 Week	
Realism of: Twain, Whitman, Lanier, Dickinson, Robinson, Crane, Riley, Field, and Markham	1 Week	
Naturalism added to Realism	1 Week	
The American Personality (Reviewed Historically)	1 Week	

Honors (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
e ls	1 Week	Research papers Panels and reports Book Reports Essay
	2 Weeks	Panels and reports Research papers Book Reports Essay
rs horeau; es; and	2 Weeks	Research papers Panels and reports Book Reports Essay
	2 Weeks	Research papers Panels and reports Book Reports Essay
	1 Week	
man, Lanier, he, Riley,	1 Week	
ism	1 Week	
	1 Week	

SUBJECT: English III - Honors (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITI
Modern American Literature Short Story The Novel The Essay The Modern Poem The Modern Drama Our Town, Wilder All My Sons, Miller The Glass Menagerie, Williams	2 Weeks	Continue precedin consult
New Frontiers Space Age Fiction Space Age Themes	1 Week	
The Human Predicament		
The Death of the Protestant Ethic New morality New literary forms (rock lyrics) New individualism	3 Weeks	

MATERIALS OF INSTRUCTION

Fuller, et al, Adventures in American Literature, Harcourt, Brace (Laureate Edition), 1963
Perrin and Porter, Writer's Guide and Index to English, Scott Foresman (as a handbook)
Strunk, Jr., and White, Elements of Style
Chamberlain, Essays Old and New, Harcourt, Brace & World
Hawthorne, Scarlet Letter
Miller, The Crucible
Lee, To Kill a Mockingbird
Melville, Moby Dick or Billy Budd, or Piazzo Tales
McCallum, Prose and Criticism, Harcourt, Brace, 1966

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- Honors (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
re	2 Weeks	Continue with suggestions given on preceding page. For further detail consult Curriculum Guide
, Williams	1 Week	
ant Ethic lyrics)	3 Weeks	

s in American Literature, Harcourt, Brace (Laureate Edition), 1963
's Guide and Index to English, Scott Foresman (as a handbook)
Elements of Style
and New, Harcourt, Brace & World
rd
illy Budd, or Piazzo Tales
icism, Harcourt, Brace, 1966

SUBJECT: English III - Honors (Cont.)

MATERIALS OF INSTRUCTION

Supplemental - Pulitzer Prize novels (3 each, expected to be read)
Novel Prize winners works read (Lewis, Faulkner, Hemingway, Steinbeck, O'Neill and Buck)
Poe's essays on criticism and the composition of "The Raven"
James' essays on the novel
Saturday Review of Literature
Atlantic Monthly
A handbook of literary terms
Student's Handbook for the Study of Literature, Holt, Rinehart, Book V (American Literature)
West, The Devil in Massachusetts
Roberts, Rabble in Arms

Records - "Hal Holbrook Tonight"; Readings of American poetry by actresses and actors; Readings
Carl Sandburg: "The Lincoln Album"; Whatever the library affords

Television or Movies - "Gone With the Wind"; "The Ox-Bow Incident", etc.; watch for others of re

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ize novels (3 each, expected to be read)
read (Lewis, Faulkner, Hemingway, Steinbeck, O'Neill and Buck)
and the composition of "The Raven"

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Study of Literature, Holt, Rinehart, Book V (American Literature)
husetts

night"; Readings of American poetry by actresses and actors; Readings of Poe by Rathbone, et al
oln Album"; Whatever the library affords

one With the Wind"; "The Ox-Bow Incident", etc.; watch for others of relevance

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SUBJECT: Annual Staff
GRADE LEVEL: 11 - 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

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GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION Instrument
To develop and produce a successful yearbook that graphically reflects all facets of the school and its operation. To develop and instill a spirit of cooperation within a small group capable of capturing and recording those events which give definition and meaning to the school and its activities during the year.	To demonstrate individual responsibility. To develop skills in allocating responsibility and authority among others. To experience business training and dealing with the public. To combine art and business methods and techniques which will be used later in business and professional lives, and to train leaders in the fields of writing, photography, layout and art. To train students in the technical know-how of the publication business. To assist a selected group in telling the human history of one year of school life. To build good-will for the school by giving a true and comprehensive picture of the accomplishments of the institution.	Total eval production creatively estingly w students' executing year.

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	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
successful reflects and its spirit of l group recording efinition and its r.	To demonstrate individual responsibility. To develop skills in allocating responsibility and authority among others. To experience business training and dealing with the public. To combine art and business methods and techniques which will be used later in business and professional lives, and to train leaders in the fields of writing, photography, layout and art. To train students in the technical know-how of the publication business. To assist a selected group in telling the human history of one year of school life. To build good-will for the school by giving a true and comprehensive picture of the accomplishments of the institution.	Total evaluation is based upon the production of a well laid-out creatively photographed and interestingly written yearbook, and the students' efforts in planning and executing their project for the year.

SUBJECT: Annual Staff (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIE
Review and Planning	10 Weeks	Review la and omiss Staff mem with lead Checking ideas and Planning ladder di Cover des Schedulin
Product and work	19 Weeks	Working t including coordinat Copyreadi lisher. Meeting d Proofread
Continuity	6 Weeks	Selection Begin pre producing completed
Distribution	1 Week	Distribut matched t

MATERIALS OF INSTRUCTION

Yearbook Publisher's Guide Kit

(Cont.)

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
10 Weeks	Review last annual checking errors and omissions. Staff members organized into sections with leaders. Checking with school officials for ideas and time schedules. Planning book - through outline, ladder diagrams, then full size. Cover design and division pages. Scheduling of pictures.
19 Weeks	Working through the picture schedule including lab procedures, and coordinating photos with copy. Copyreading before sending to publisher. Meeting deadlines. Proofreading returned materials.
6 Weeks	Selection of next staff. Begin preliminary steps toward producing new book when old one is completed.
1 Week	Distribution of yearbook through a matched ticket system.

le Kit

SUBJECT: Introduction to Journalism
GRADE LEVEL: 9, 10, 11, 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATIO Instrumen
To provide the student with a survey of the news media and give him an opportunity to practice the various skills employed by media personnel. To create a framework for improvement of his own command of language skills and for acquiring a greater background for his own interpretation of news during his lifetime.	Reading: Demonstrate an ability to read newspapers and magazines critically and objectively.	Standardi on curren
	Listening: Demonstrate an ability to gather facts and opinions objectively from news sources, radio and television.	Written r of news c
	Writing: Demonstrate the ability to write clearly, coherently and objectively in standard English, and in a manner suitable for any journalistic use, and to develop a style of writing his own opinion and feature stories in appealing form.	Write new based on jects for evaluatio
	Research: Show the ability to find facts necessary to develop a news story objectively from a variety of sources including library facilities, and personal interview.	Teacher a subjects, subjects, evaluatio
	Thinking: Demonstrate the ability to sort fact from fiction, to assume the posture of being objective in considering any issue, and to render unbiased reports, as well as opinions, based on facts by writing on a series of selected controversial subjects.	Teacher according Journalis

	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
th a survey e him an he various personnel. improvement guage skills er back- retation of	Reading: Demonstrate an ability to read newspapers and magazines critically and objectively.	Standardized and teacher tests on current events.
	Listening: Demonstrate an ability to gather facts and opinions objectively from news sources, radio and television.	Written reports of comparisons made of news coverage in various media.
	Writing: Demonstrate the ability to write clearly, coherently and objectively in standard English, and in a manner suitable for any journalistic use, and to develop a style of writing his own opinion and feature stories in appealing form.	Write news and feature stories based on presented or actual subjects for self, class, and teacher evaluation.
	Research: Show the ability to find facts necessary to develop a news story objectively from a variety of sources including library facilities, and personal interview.	Teacher assignments for story subjects, as well as self-selected subjects, for self and teacher evaluation.
	Thinking: Demonstrate the ability to sort fact from fiction, to assume the posture of being objective in considering any issue, and to render unbiased reports, as well as opinions, based on facts by writing on a series of selected controversial subjects.	Teacher evaluation, and evaluation according to the NSPA Guide for Journalism.

SUBJECT: Introduction to Journalism (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES
Survey of journalism, including background, vocational use.	1 Week	American Ne Association
Gathering the news	1 Week	Scholastic
Writing lead paragraphs in a variety of styles.	3 Weeks	Scholastic Practice in
Writing news stories.	3 Weeks	Scholastic Practice in
Getting and writing speech stories and interviews.	3 Weeks	Scholastic Practice in on same.
Developing and writing feature stories.	3 Weeks	Scholastic Practice in
Coverage and writing for sports events	2 Weeks	Scholastic (Practice).
Developing effective editorials.	3 Weeks	Scholastic Class devel policy and
Learning newspaper style.	2 Weeks	Scholastic Practice in
Writing headlines and newspaper layout and design.	3 Weeks	Scholastic Scholastic developed

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
ding	1 Week	American Newspaper Publishers Association, or school materials.
	1 Week	Scholastic Journalism, Chapters 1 & 2.
n variety	3 Weeks	Scholastic Journalism, Chapters 3,4, & 5. Practice in writing leads.
	3 Weeks	Scholastic Journalism, Chapters 6 & 7. Practice in writing news stories.
stories	3 Weeks	Scholastic Journalism, Chapters 8 & 9. Practice in writing stories based on same.
ure	3 Weeks	Scholastic Journalism, Chapters 11 & 12. Practice in writing features.
orts events	2 Weeks	Scholastic Journalism, Chapter 10 (Practice).
ials.	3 Weeks	Scholastic Journalism, Chapter 3. Class development of editorial policy and practice in writing editorials.
	2 Weeks	Scholastic Journalism, Chapter 15. Practice in writing and editing stories.
aper	3 Weeks	Scholastic Journalism, Chapters 17 & 20. Scholastic Journalism Workbook, student-developed front and inside pages.

SUBJECT: Introduction to Journalism (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIE
Learning to copyread.	2 Weeks	Scholasti Practice and newsp
Learning to prepare and sell advertising.	2 Weeks	Scholasti Functiona
Understanding typography.	1 Week	Scholasti
Reading proof.	1 Week	Scholasti
Canons of journalism and newspaper ethics. Daily newspaper practice. Radio and television news coverage. Understanding magazines. Evaluating motion pictures. Pictorial appeal.		Scholasti A continu out the y reports a and teach evaluatin professio student c cartoons.

MATERIALS OF INSTRUCTION

English and Hach, Scholastic Journalism, 4th Edition, Iowa State Press, 1968
English and Hach, Scholastic Journalism Workbook, Iowa State Press, 1968
National Scholastic Press Association Guide for Journalism, NSPA
Time Magazine
Life
Newsweek
U. S. News and World Report
Desert Magazine

o Journalism (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	2 Weeks	Scholastic Journalism, Chapter 16. Practice with prepared materials and newspapers.
11	2 Weeks	Scholastic Journalism, Chapter 18. Functional activity.
	1 Week	Scholastic Journalism, Chapter 19.
	1 Week	Scholastic Journalism, Chapter 21.
newspaper practice. coverage. Evaluating l appeal.		Scholastic Journalism, Chapters 22-30. A continuing study of media throughout the year, including student reports and evaluation, discussion and teacher tests. Practice in evaluating illustrations in the professional media, as well as student created photographs and cartoons.

ic Journalism, 4th Edition, Iowa State Press, 1968
ic Journalism Workbook, Iowa State Press, 1968
Association Guide for Journalism, NSPA

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SUBJECT: Introduction to Journalism (Cont.)

MATERIALS OF INSTRUCTION

Palm Springs Life
Editor and Publisher
Los Angeles Times
Riverside Enterprise
Indio Daily News
Palm Desert Post
The Sandscripts
Various high school and college-level exchange papers
Films
Film Strips
Live radio and television news programs
Tape recordings
Field trips
Journalism workshops
Writing contests

SUBJECT:	Art of Film
GRADE LEVEL:	Non - graded
DEPARTMENT:	English
SPECIFICATIONS:	Elective
TIME FRAME:	Semester

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVAL Inst
To meet the needs of the transition generation of students at Indio High School.	Scores 70% or better on teacher or better on teacher prepared test of vocabulary.	Teacher d
To enable students through basic instruction in film technique, to understand how the film director achieves his effects and elicits particular responses from the viewer.	Discusses all films according to teacher devised communication guidelines.	Teacher e
	Evaluates all films according to teacher prepared evaluation form.	Teacher e
To promote the students appreciation of film as an art form- one which manifests all the aspects of literary forms with which students are already familiar.	Adapts one short story and one article into film treatment form according to teacher devised treatment guidelines.	Teacher e
	Demonstrates on VTR 5 motion picture techniques in accordance with teacher devised VTR technique sheet.	Teacher a presentat
To introduce students to those film directors past and present, who have made the greatest contributions both technical and ethical, to the art of film.	Describes in an essay following teacher guidelines the role of one of the following: producer, screen writer, director, soundman, cinematographer.	Teacher e
	Using technique or inventory sheet, finds 70% of techniques in specific films.	Teacher e

	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
transition Indio	Scores 70% or better on teacher or better on teacher prepared test of vocabulary.	Teacher devised vocabulary exam.
h basic ique, m ects sponses	Discusses all films according to teacher devised communication guidelines.	Teacher evaluated class discussions.
	Evaluates all films according to teacher prepared evaluation form.	Teacher evaluated film reviews.
ppre- form- he with y	Adapts one short story and one article into film treatment form according to teacher devised treatment guidelines.	Teacher evaluated treatments.
	Demonstrates on VTR 5 motion picture techniques in accordance with teacher devised VTR technique sheet.	Teacher and class evaluated of presentation.
those present, t ical of	Describes in an essay following teacher guidelines the role of one of the following: producer, screen writer, director, soundman, cinematographer.	Teacher evaluated essay.
	Using technique or inventory sheet, finds 70% of techniques in specific films.	Teacher evaluation of inventory sheets.

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SUBJECT: Art of Film (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - Instrumentati
	Following discussion guidelines, explains effects achieved by the use of the above mentioned techniques in specific examples.	Teacher and class
	Expresses himself in writing following the IHS style and usage sheet on the position of both literature and film of the 20th century culture.	Teacher evaluated

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AN
Visual Language	3 - 4 weeks	Study list of visu techniques. Using VTR, demonst picture techniques Examine how a scen Illustrate the end scenario. Discuss the film e authority and arti
Behind the Scenes	5 weeks	Illustrate and dis producer, screen w Illustrate and dis art director, cine soundman. Demonstrate editor Students chose and above roles.

OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
Following discussion guidelines, explains effects achieved by the use of the above mentioned techniques in specific examples.	Teacher and class evaluation.
Expresses himself in writing following the IHS style and usage sheet on the position of both literature and film of the 20th century culture.	Teacher evaluated essay.

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
3 - 4 weeks	Study list of visual terms and techniques.
	Using VTR, demonstrate as many motion picture techniques as possible.
	Examine how a scenario is composed.
	Illustrate the end product of a scenario.
	Discuss the film editor as the final authority and artist.
5 weeks	Illustrate and discuss the roles of producer, screen writer and director.
	Illustrate and discuss the role of the art director, cinematographer and soundman.
	Demonstrate editor and editing techniques.
	Students chose and describe one of the above roles.

SUBJECT: Art of Film (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES A
The Film As An Aesthetic Experience	6 - 9 weeks	Demonstratethe fi creative interpre Examine cinematic several themes. Illustrate the co complex ways of i by means of the e Make treatment fo reality.
The Documentary	10 - 12 weeks	Examine how the f struggle for surv settings. Discuss the poeti Examine the use a anthropomorphic - nique used in the documentary. Examine how the c multiple point o experimental docu Treatment for hit news item.

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	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Experience	6 - 9 weeks	Demonstrate the film's potential as a creative interpreter of reality. Examine cinematic explorations of several themes. Illustrate the contemporary and complex ways of interpreting reality by means of the experimental film. Make treatment for 3 minutes film of reality.
	10 - 12 weeks	Examine how the film records man's struggle for survival in non-urban settings. Discuss the poetic documentary. Examine the use and value of the anthropomorphic - narrative technique used in the scientific documentary. Examine how the camera captures multiple points of view in the experimental documentary. Treatment for hit record and or news item.

SUBJECT: Art of Film (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVI
Evaluation of Film as an Art Form.	15 - 18 weeks	Examine the reality. Investigate Write a bri history in

MATERIALS OF INSTRUCTION

Materials:

The Contemporary Cinema, Houston
Movies on T.V., Scheuer
The Loneliness of the Long Distance Runner, Sillitoe

Supplemental:
Photography-The Amateur's Guide to Better Pictures, Brummit and Aim
The Liveliest Art, Knight
The Cinema As Art, Stephenson and Debris
The Immediate Experience, Warshow

Films:

Occurrence at Oak Creek Bridge
Time Piece
Dead Birds
Nothing But a Man
Citizen Kane
Night & Fog
Twelve Angry Men
The Golden Age of Comedy
Singing in the Rain

Film (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
t Form.	15 - 18 weeks	Examine the western hero as myth and reality. Investigate the rebel film makers. Write a brief summation of film history in the U.S.

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Distance Runner, Sillitoe

uide to Better Pictures, Brummit and Aim

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SUBJECT: Art of Film (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND
The Power of the Film in an image-saturated culture.	13 - 14 weeks	Compare the amount with the amount of today. Examine the threat society posed by th List "film" propaga Discuss how a film attitude through te Discuss the necessi the judgment of a f List film "types" o local theatre.
Evaluation of film as an Art Form.	15 - 18 weeks	Examine early inven the birth of the mo and industry. Highlight the growt sound. Explain how the mov talk. The Golden Age of C the nature and func

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
an image-	13 - 14 weeks	Compare the amount of film watching with the amount of reaching done today. Examine the threat to a democratic society posed by the propaganda film. List "film" propaganda techniques. Discuss how a film can express an attitude through technique. Discuss the necessity for rules in the judgment of a films "morality." List film "types" offered by your local theatre.
Art Form.	15 - 18 weeks	Examine early inventions which led to the birth of the motion picture camera and industry. Highlight the growth of film before sound. Explain how the movies learned to talk. The Golden Age of Comedy. Examine the nature and function of film comedy.

SUBJECT: Advanced Journalism
GRADE LEVEL: 10, 11, 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

GOALS	OBJECTIVES - SELECTED	EVALUATION
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumenta
To provide students with the opportunity to develop competence in the skills of writing, editing and producing a newspaper under laboratory conditions patterned upon accepted standards.	Writing: Demonstrate the ability to write in a journalistic style all materials appearing in a newspaper, including news, sports, feature stories, editorials, columns, cutlines and captions, headlines, schedules and advertising copy. Thinking: Demonstrate the ability to form opinions based on fact, to develop an editorial policy and arrive at rational decisions regarding school events and problems. Editing: Demonstrate the skills involved in producing a newspaper for the school students. These include proofreading, correction, preparation of copy, physical layout of the pages, assigning coverage, human relations, typographic usage, and directing the advertising and business aspects of the newspaper.	Teacher eva and staff e in writing the Journal and local n Evaluation student bod written and paper. Evaluat Press Assoc including i in compari newspapers Evaluation sity Journa newsmen and seminars th

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Journalism
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	OBJECTIVES - SELECTED	EVALUATION - SELECTED
	Knowledge - Skills - Attitudes	Instrumentation or Assessment
e etence diting nder rned	Writing: Demonstrate the ability to write in a journalistic style all materials appearing in a newspaper, including news, sports, feature stories, editorials, columns, cutlines and captions, headlines, schedules and advertising copy. Thinking: Demonstrate the ability to form opinions based on fact, to develop an editorial policy and arrive at rational decisions regarding school events and problems. Editing: Demonstrate the skills involved in producing a newspaper for the school students. These include proofreading, correction, preparation of copy, physical layout of the pages, assigning coverage, human relations, typographic usage, and directing the advertising and business aspects of the newspaper.	Teacher evaluation. Student editor and staff evaluation. Participation in writing contests sponsored by the Journalism Education Association and local newspapers. Evaluation by the faculty and student body at large through their written and oral criticism of the paper. Evaluation by the National Scholastic Press Association critical service, including its rating of the paper in comparison with other high school newspapers from all over the country. Evaluation by college and university Journalism personnel, professional newsmen and others in contests and seminars throughout the year.

SUBJECT: Advanced Journalism (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES
Practice in producing the school newspaper every other week. Utilization of the skills of finding news, and of writing news stories, feature stories, editorials, sports stories, columns and other material in the newspaper. Practice in producing the graphic materials: photographs, cartoons, art heads, graphs and charts used in a newspaper. Development of the skills of editing written material.	36 Weeks	The newspa student-p and produc select th exercise rogatives their sta exercise Practicall faculty-p Graphic m prepared Each issu first by entire st plemented of other Students reference developin Journalis sponsored associati

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
school k. Util- finding news, es, feature ts stories, l in the graphic cartoons, rts used of editing	36 Weeks	The newspaper, The Sandscripts, is student-produced as both the exercise and product of this class. Students select their own editors, who exercise the functions and prerogatives of managing the work of their staff. Each issue is an exercise in student-produced copy. Practically no professionally or faculty-produced materials are used. Graphic materials are produced and prepared by the students. Each issue in detail is evaluated first by the editors, then by the entire staff. Evaluation is implemented by comparison with newspapers of other schools. Students use a variety of text and reference books in individually developing their skills. Journalism field days and seminars sponsored by colleges and press associations are attended.

SUBJECT: Advanced Journalism (Cont.)

MATERIALS OF INSTRUCTION

English & Hach, Scholastic Journalism, 4th Edition, Iowa State University, 1968
Editor and Publisher
Contemporary American Usage - Random House
Los Angeles Times, Daily
Associated Press Style Book
National Scholastic Press Association Guide
Scholastic Editor Magazine
Time
Life
Newsweek
U. S. News and World Report
Saturday Review
Popular Photography
National Observer
Photo-Journalism - Rothstein

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SUBJECT: Film Making
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: Semester

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUA Instru
To introduce and involve students in the film making process - script writing, directing, producing, filming, editing, publicizing, etc.	Scores 70% or better on teacher prepared film vocabulary list.	Teacher dev
	Describes and performs all aspects of film production in accordance with teacher devised production sheet.	Teacher eva
To familiarize students with various types of films and the varying purposes and techniques involved in their production. (i.e. the creative art film, the documentary, animated, feature, news reel, etc.)	Writes and publishes film review following teacher and text review guidelines.	Teacher eva
	Writes short story for use in film project following teacher and text guidelines.	Teacher eva
To help students see the film media as a method of presenting ideas and to analyze the best techniques for putting different ideas on the screen.	Creates film treatment from selected literature according to teacher prepared treatment guidelines.	Teacher eva
	Produces instructional slide program following teacher guidelines.	Teacher eva
To give students an opportunity to put their own creative abilities into a lasting production and to view and evaluate the results.	Reviews films for publication following teacher prepared film review guidelines.	Teacher eva
To help students develop the ability to evaluate critically filming and acting techniques by viewing and discussing the qualities and faults of various films, as well as their own productions.	Identifies in essay test following teacher guidelines the essential guidelines of 10 major historical producers.	Teacher eva

	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
udents - pro- ublicizing,	Scores 70% or better on teacher prepared film vocabulary list.	Teacher devised vocabulary exam.
	Describes and performs all aspects of film production in accordance with teacher devised production sheet.	Teacher evaluated production sheet.
h various ing olved the mentary, l, etc.)	Writes and publishes film review following teacher and text review guidelines.	Teacher evaluated reviews.
	Writes short story for use in film project following teacher and text guidelines.	Teacher evaluated short story.
lm ting st ferent	Creates film treatment from selected literature according to teacher prepared treatment guidelines.	Teacher evaluated treatments.
	Produces instructional slide program following teacher guidelines.	Teacher evaluated slide presentation.
nity to lities nd to lts.	Reviews films for publication following teacher prepared film review guidelines.	Teacher evaluated film reviews.
e ability ing lewing s and well as	Identifies in essay test following teacher guidelines the essential guidelines of 10 major historical producers.	Teacher evaluated essay exams.

SUBJECT: Film Making (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUAT Instrum
To foster greater personal sensitivity to the world we live in by examining it through the camera lens.	Assists in the production of three 8 mm films according to teacher devised production sheet.	Teacher eval
	Assumes responsibility for one area of film promotion according to film festival activity sheet.	Teacher - cl

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVIT
Orientation	1 week	Examine film makers films Examine tech filmmakers. Demonstratic equipment. Film assignm
Use of equipment	2 weeks	Instruction Tape exerci Shooting tec Editing tech Begin workin

Making (Cont.)

	OBJECTIVES - SELECTED Knowledge - Skill - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
1 we	Assists in the production of three 8 mm films according to teacher devised production sheet.	Teacher evaluated film reviews.
	Assumes responsibility for one area of film promotion according to film festival activity sheet.	Teacher - class evaluation of project.

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	1 week	Examine films made by student film-makers film: A Day With Timmy Page.
		Examine techniques of experimental filmmakers.
		Demonstration and exercises with film equipment.
		Film assignments given.
	2 weeks	Instruction in use of tape recorder.
		Tape exercises.
		Shooting techniques.
		Editing techniques, Film: Free Fall.
		Begin working on clear firm assignment.

SUBJECT: Film Making (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVIT
Group projects	3 - 4 weeks	Students dis Work on proj clearfilm, s Films: A Vi Picture Mean The Rhetoric
Script writing	4 - 5 weeks	Editing of a novel, essay for shooting Examine diff making and w
Story board preparation	5 - 6 weeks	Story board Shooting. Presentation
First 2 hrs. film projects	6 - 7 weeks	Editing and Assignments a. 5 min b. Monta
Preparation of Final Project	8 - 9 weeks	Preparation project. Organization festival.

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
3 - 4 weeks	Students discuss own footage. Work on projects: tape, collage, clearfilm, script. Films: A Visual Fable, What Does A Picture Mean, Making Sense Visually, The Rhetoric of a Movie.
4 - 5 weeks	Editing of a poem, short story, play, novel, essay or other piece of prose for shooting. Examine differences between film-making and writing a composition.
5 - 6 weeks	Story board preparation. Shooting. Presentation of historical directors.
6 - 7 weeks	Editing and sounding of project. Assignments in editing. a. 5 min. tape b. Montage of stock footage.
8 - 9 weeks	Preparation and presentation of final project. Organization and promotion of film festival.

SUBJECT: Film Making (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTI
Individual Projects	10 - 11 weeks	Script wr
		Examinati
		Writing o
Individual projects	11 - 12 weeks	Approvals film.
		Shooting
Individual projects	13 - 14 weeks	Shooting.
		Examinati directors
Individual projects	15 - 16 weeks	Editing s
		VTR prese hit song.
		Class eva
Final presentation	17 - 18 weeks	Final Edi
		Making s
		Final pr
		Film fes

Making (Cont.)

TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
10 - 11 weeks	Script writing and approval.
	Examination of treatments.
	Writing of treatment.
11 - 12 weeks	Approvals on film scripts for final film.
	Shooting of a 3 min. film - VTR
13 - 14 weeks	Shooting.
	Examination of major historical directors.
15 - 16 weeks	Editing and sounding.
	VTR presentation to accompany current hit song.
	Class evaluation.
17 - 18 weeks	Final Editing.
	Making sound tracks.
	Final presentations.
	Film festival.

SUBJECT: Film Making (Cont.)

MATERIALS OF INSTRUCTION

Super 8 mm cameras, editors, projectors, viewers.

Films: Film Vocabulary
8 mm Film Production
Editing

Amateur's Guide To Better Pictures, Brummit and Aim (Text)

SUBJECT: English IV - Regular
GRADE LEVEL: 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

GOALS	OBJECTIVES - SELECTED	EVALUATION -
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentat
To prepare the student for college by training him to analyze carefully, organize closely, and write concisely.	To offer the college student some of the best works in composition, short story, novel, drama, and poetry.	Tests on voc reading and
To attain cultural values through the study of literature and history of Great Britain.	To create through these works an attitude and sensitivity which will add dimension to the student's life through the values attained by careful analysis.	Composition Critiques, a
	To read novels and analyze language form, characterization and style.	Use of Chris
	To increase each student's understanding of the human predicament by means of Aristotelian criticism.	Quizzes and
	To increase each student's skill in writing concisely and fluently.	Panel discu
	To develop sensitivity to the nuances of language through increased understanding of connotation, tone texture, point of view and figurative language.	
	To enhance each student's ability to speak logically and articulately.	

- Regular

	OBJECTIVES - SELECTED	EVALUATION - SELECTED
	Knowledge - Skills - Attitudes	Instrumentation or Assessment
college carefully, concisely.	To offer the college student some of the best works in composition, short story, novel, drama, and poetry.	Tests on vocabulary, verbal analogies, reading and cultural background.
hrough history	To create through these works an attitude and sensitivity which will add dimension to the student's life through the values attained by careful analysis.	Composition of essays. Critiques, and class reports.
	To read novels and analyze language form, characterization and style.	Use of Christensen Rhetoric.
	To increase each student's understanding of the human predicament by means of Aristotelian criticism.	Quizzes and oral reports.
	To increase each student's skill in writing concisely and fluently.	Panel discussions and debate.
	To develop sensitivity to the nuances of language through increased understanding of connotation, tone texture, point of view and figurative language.	
	To enhance each student's ability to speak logically and articulately.	

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SUBJECT: English IV - Regular (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUATIO
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumen
	To augment each student's appreciation of poetry, metaphoric language and style.	

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIE
Grammar, usage, diction and sentence Characteristics of good English Meaning of words	9 Weeks	Compositi
Sentence and Paragraphs Sentence length and economy Sentence variety, control, parallelism emphasis Christensen Rhetoric Paragraphs		Critiques emphasis
Composition Discovering and organizing material for writing The overall view Revising and correcting a paper Writing in and out of college		
Punctuation-as needed Teaching punctuation as need arises Use of handbook for quick, easy student reference		

Regular (Cont.)

	OBJECTIVES - SELECTED	EVALUATION - SELECTED
	Knowledge - Skills - Attitudes	Instrumentation or Assessment
	To augment each student's appreciation of poetry, metaphoric language and style.	
	TIME FRAME Where applicable	**ACTIVITIES AND EXERCISES**
and sentence English	9 Weeks	Composition of essays
omy l, parallelism		Critiques and class reports with emphasis on area being studied
ng material for		
a paper llege		
need arises k, easy student		

SUBJECT: English IV - Regular (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES
Tests on vocabulary, verbal analogies, reading and cultural background Vocabulary Verbal analogies Reading Informational uses of works for determining student's cultural knowledge	2 Weeks	Drill exerci Tests and q
Unit on Mythology Introduction to cultural hero, anti-hero and mono-mythic hero Introduction to gods and goddesses and what they represent Myths Theories of racial collective unconscious, (Dr. Carl Jung). Archtypal patterns Quest Myths Writing about Literature Methods	7 Weeks	Oral and wr Panel discu Word study of Mythology
Survey to English Literature through the Seventeenth Century Anglo-Saxon Period The Medieval Period The Elizabeth Age The Seventeenth Century	2nd Semester	Oral report social back
Genre Poetry Modern Poetry Short story and Essay Essays - Old and new Novel Drama		Critiques Debates

ar (Cont.)

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
analogies, und	2 Weeks	Drill exercise Tests and quizzes
for determining		
	7 Weeks	Oral and written reports Panel discussions Word study with emphasis on influence of Mythology
o, anti-hero and		
desses and what		
e unconscious,		
through	2nd Semester	Oral reports on historical and social background
		Critiques Debates

SUBJECT: English IV - Regular (Cont.)

MATERIALS OF INSTRUCTION

A. Inglis, Spear, Adventure in English Literature, Olympic, Harcourt, Brace, 1952
B. Perrin, Smith, Corder, Handbook of Current English, Scott Foresman, 1955
Cox, Foote, Reading Approach to College Writing, Chandler, 1962
Hamilton, E., Mythology, Little Brown Company, 1942
Diederich & Carlton, Vocabulary for College, Book II, Harcourt, Brace, 1964
Jamieson, Robert, Essays Old and New, Harcourt, Brace, 1957
McCallum, E., Prose and Criticism, Harcourt, Brace, 1966
Atlantic Monthy

SUBJECT: ENGLISH IV - MCL
GRADE LEVEL: 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

GOALS	OBJECTIVES - SELECTED	EVALUATIO
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumen
To increase each student's understanding of the human predicament (life, death).	To recognize basic genre.	Scholasti
To create an attitude of sensitivity to add dimension to student's life.	To analyze language, form, characterization and style.	Writing c
To enhance each student's ability to speak logically and articulately.	To increase students' ability to communicate through knowledge of semantics (slanted words, connotation, denotation).	Vocabular Atlantic discussio
To develop sensitivity to environment and man's relationship to his natural world.	To utilize language in problem solving.	Other mat
To augment appreciation of poetry and to increase his understanding of form, metaphoric language, style and content.	Audio-visual materials. To teach paragraph development and continuity. To introduce mythology, cultural hero, anti-hero, mono-mythic hero, and quest myths.	

IV - MCL

	OBJECTIVES - SELECTED	EVALUATION - SELECTED
	Knowledge - Skills - Attitudes	Instrumentation or Assessment
's understanding (life, death).	To recognize basic genre.	Scholastic Aptitude Tests.
sensitivity ent's life.	To analyze language, form, characterization and style.	Writing contests.
s ability to culately.	To increase students' ability to communicate through knowledge of semantics (slanted words, connotation, denotation).	Vocabulary games, and drills.
o environment o his natural	To utilize language in problem solving. Audio-visual materials.	Atlantic Monthly tests, and discussions.
of poetry and nding of form, le and content.	To teach paragraph development and continuity.	Other materials chosen by teacher.
	To introduce mythology, cultural hero, anti-hero, mono-mythic hero, and quest myths.	

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES
Grammar: Usage, diction and sentence. Sentence and paragraphs. Composition. Punctuation.	18 Weeks	Textbook ex Old S.A.T. Atlantic Mo exercises. Daily and w Discussion
Vocabulary: Verbal analogies, reading and cultural background.		
Mythology.		
Survey of English Literature through 17th Century.	9 Weeks	
Genre: Poetry (Lyric, romantic, modern). Short Story Essay Novel	9 Weeks	Textual ana Techniques

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MATERIALS OF INSTRUCTION

Inglis and Spears, Adventures in English Literature, Harcourt Brace, 1958
Perrin Smith, Handbook of Current English, Scott Foresman, 1962
Prestly, J. B., Four English Novels, Harcourt, Brace and World, 1958
Cox and Foote, A Reading Approach to College Writing, Changler Publishing Company, 1962
Hamilton, Edith, Mythology, Little, Brown and Company, 1942
Drederick and Carlton, Vocabulary for College Writing, Book II, Harcourt, Brace and World, 1964
Jamison, Robert, Essays Old and New, Harcourt, Brace and World, 1957
McAllum, John, Prose and Criticism, Harcourt, Brace and World, 1966

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	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
nd sentence.	18 Weeks	Textbook exercises. Old S.A.T. Tests. Atlantic Monthly, readings and exercises. Daily and weekly writing. Discussion when applicable.
ies, reading		
re through	9 Weeks	
antic, modern).	9 Weeks	Textual analysis, when applicable. Techniques and terms of the novel.

res in English Literature, Harcourt Brace, 1958
Current English, Scott Foresman, 1962
sh Novels, Harcourt, Brace and World, 1958
pproach to College Writing, Changler Publishing Company, 1962
, Little, Brown and Company, 1942
abulary for College Writing, Book II, Harcourt, Brace and World, 1964
d and New, Harcourt, Brace and World, 1957
riticism, Harcourt, Brace and World, 1966

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SUBJECT: ENGLISH IV - Advanced Placement
GRADE LEVEL: 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

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GOALS	OBJECTIVES - SELECTED	EVALUATION -
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentati
To think with originality and creativity.	To read good literature with insight.	Advanced Plac
To express himself effectively in speech and composition.	To develop techniques for interpretation of mature works of literary merit.	Vocabulary Te S.A.T. Tests.
To analyze and evaluate literature from a sound base of values.	To appreciate the literary work as an art form.	Writing conte and national.
To acquire content and techniques of the various art forms.	To encourage effective participation in oral exchange of ideas.	Use of applie Monthly.
To develop effective vocabulary.	To write exposition that is compact, well-organized and forceful.	
	To communicate effectively.	

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AN
To develop interest and understanding in: Semantics and logic, symbols, content, emotive language.	1 Quarter	To write expo well organize

- Advanced Placement

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	OBJECTIVES - SELECTED	EVALUATION - SELECTED
	Knowledge - Skills - Attitudes	Instrumentation or Assessment
d creativity.	To read good literature with insight.	Advanced Placement Test.
ly in speech	To develop techniques for interpretation of mature works of literary merit.	Vocabulary Tests. S.A.T. Tests.
rature from	To appreciate the literary work as an art form.	Writing contests, local, state and national.
iques of the	To encourage effective participation in oral exchange of ideas.	Use of applied skills in Atlantic Monthly.
ary.	To write exposition that is compact, well-organized and forceful.	
	To communicate effectively.	

	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
rstanding mbols,	1 Quarter	To write exposition that is compact, well organized and forceful.

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIE
Grammar and rhetoric of sentence application of semantics and logic in effective writing through medium of literature.	2nd Quarter	To apprec appropria
Survey of early and middle English lyric poetry.	3rd Quarter	To compre great wri
Drama Exposition	4th Quarter	To develo of develo

MATERIALS OF INSTRUCTION

Inglis and Spears, Adventures in English Literature, Harcourt, Brace & Company, 1958
Nelson and Others, Writing - Unit Lessons in Composition, Ginn & Company, 1968
Smith, Perrin, Handbook of Current English, Scott Foresman, 1962
Zahner, Mullin, Lazarus, The English Language, Harcourt Brace Company, 1960
Priestley, J., Four English Novels, Harcourt, Brace & World, 1960
Fitzgerald, F. Scott, The Great Gatsby, Scribners, 1953
Wright & Lamar, Othello, Folger collection, Washington Square Press, 1957
Wright & Lamar, Henry IV, V, Folger collection, Washington Square Press, 1957
Knowles, John, A Separate Peace, McMillan Company, 1959
James, Henry, The Turn of the Screw, Crowell & Company, 1969
Kafka, The Penal Colony, Schocken, 1966
Wilde, Oscar, The Importance of Being Earnest, Avon 1965 - New American Library, 1950
Conrad, Heart of Darkness, Secret Sharer, Signet

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	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
ntence nd logic gh medium	2nd Quarter	To appreciate the varieties and appropriateness of style.
English	3rd Quarter	To comprehend distilled wisdom of great writers.
	4th Quarter	To develop understanding of modes of development of theme.

res in English Literature, Harcourt, Brace & Company, 1958
- Unit Lessons in Composition, Ginn & Company, 1968
Current English, Scott Foresman, 1962
he English Language, Harcourt Brace Company, 1960
h Novels, Harcourt, Brace & World, 1960
Great Gatsby, Scribners, 1953
olger collection, Washington Square Press, 1957
V, Folger collection, Washington Square Press, 1957
Peace, McMillan Company, 1959
the Screw, Crowell & Company, 1969
chocken, 1966
ce of Being Earnest, Avon 1965 - New American Library, 1950
Secret Sharer, Signet

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SUBJECT: Humanities
GRADE LEVEL: 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION Instrument
To enrich the student in music, art, and literature by introducing the historical and artistic development of these areas. To develop ability to live in an increasingly complex society by developing sympathetic, understanding, and knowledgeable students. To help the student learn about himself and extend this knowledge to an understanding of his environment. To aid the student in discerning the image (ideal) as opposed to the reality of situations. To aid the student in asking the fundamental problems of the intellect (nature of being, the relationship of man to being - his own, and that of others).	To enrich college boun', students in major works of literature philosophy. To be unafraid of life and its challenges (suffering, death). To relate to and work in the natural world. To help student find himself in art forms. To develop ideals in students. To develop an understanding of human nature - why man acts as he does. To help students to be less alone, less lonely. To understand man's development from past.	-Research p philosophi Greeks, M 20th Centu Class disc

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	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
ies e r		
music, art, cing the evelopment	To enrich college bound students in major works of literature philosophy.	Research papers dealing with philosophical movements, i.e., of Greeks, Medieval thinkers, and 20th Century philosophers.
	To be unafraid of life and its challenges (suffering, death).	Class discussion.
e in an in- y by developing g, and know-	To relate to and work in the natural world.	
about himself to an under- nt.	To help student find himself in art forms.	
	To develop ideals in students.	
cerning the to the reality	To develop an understanding of human nature - why man acts as he does.	
ing the fund- ntellect ationship of nd that of	To help students to be less alone, less lonely.	
	To understand man's development from past.	

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES
Greek and Roman Period	11 Weeks	Library Discussion
Medieval Philosophy	5 Weeks	Library Discussion
Renaissance	4 Weeks	Films - Hu
Various Philosophic studies through literature	8 Weeks	Filmstrips
Twentieth Century Philosophy	8 Weeks	Lectures r

MATERIALS OF INSTRUCTION

Hamilton, Edith, Greek Way, Mentor, 1958
Hamilton, Edith, Roman Way, Mentor, 1963
Fremantle, Anne, The Age of Belief, Mentor, 1958
Inglis, Stewert, Adventures in World Literature, Harcourt, Brace and World, 1954
Plato (W.H.D. Rouse-Translator), Dialogues of Plato, New American Library, 1956
Anouilh, Jean, Five Plays of Anouilh, Hill and Wang, 1968
Barret, and Sylvan, Eight Great Tragedies, New American Library, 1957
Sophocles, Oedipus the King, Washington Square Press, 1959
Wright & Lamar, Hamlet, Folger Collection, Washington Square Press, 1947
Barrett, William, Irrational Man, Doubleday and Company, 1962
Dostoyevsky, Fyodor, Crime and Punishment, Airmont, 1967
White, Morton, The Age of Analysis, Mentor, 1964
Combrich, Story of Art, Phaidon Publishers, 1958
Dostoevsky, The Grand Inquisitor, Ungar Publishing, 1968

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	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
	11 Weeks	Library Discussion
	5 Weeks	Library Discussion
	4 Weeks	Films - Humanities Series
s through	8 Weeks	Filmstrips
hy	8 Weeks	Lectures related to subject areas

, Mentor, 1958
, Mentor, 1963
f Belief, Mentor, 1958
s in World Literature, Harcourt, Brace and World, 1954
ator), Dialogues of Plato, New American Library, 1956
of Anouilh, Hill and Wang, 1968
Great Tragedies, New American Library, 1957
g, Washington Square Press, 1959
lger Collection, Washington Square Press, 1947
al Man, Doubleday and Company, 1962
and Punishment, Airmont, 1967
Analysis, Mentor, 1964
idon Publishers, 1958
isitor, Ungar Publishing, 1968

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